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IN THIS ISSUE—

*Addresses and Proceedings
of the
Fifteenth Annual Meeting
of the
American Association
of
Junior Colleges
Held at Washington, D.C.
February 22, 23, 1935*

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THE JUNIOR COLLEGE JOURNAL

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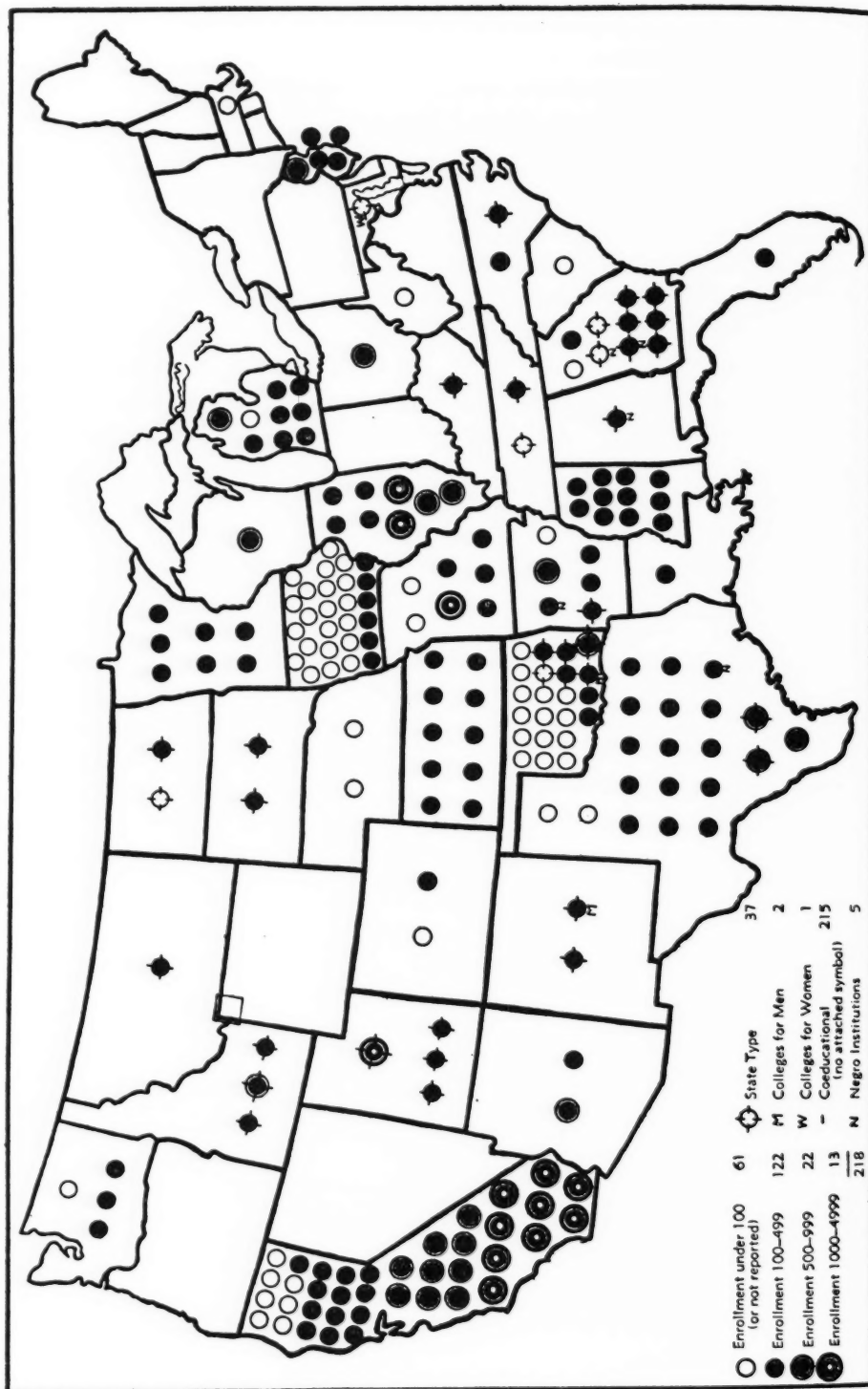
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found in the *Education Index*

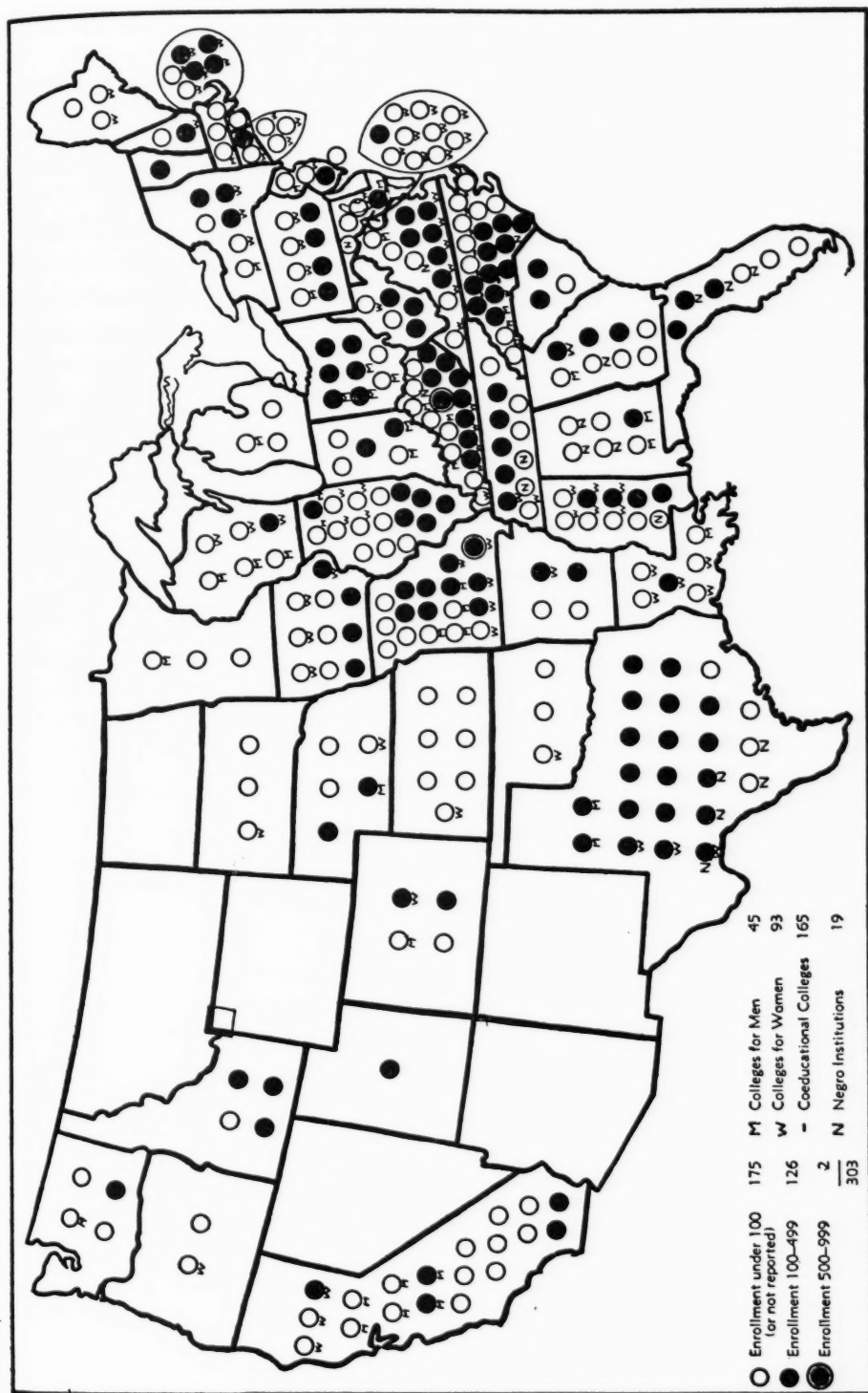
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(NOTE: This issue, the last of the current volume, is devoted exclusively to the addresses and proceedings of the Washington convention. The regular departments, editorial, news, discussions, book reviews, and bibliography will be found in the next issue, which will be published in October.)



PUBLICLY CONTROLLED JUNIOR COLLEGES IN THE UNITED STATES, 1935*



PRIVATELY CONTROLLED JUNIOR COLLEGES IN THE UNITED STATES, 1935*

* Based upon the 1935 Directory of Junior Colleges. From maps prepared by W. C. Eells and exhibited at the Washington meeting of the American Association of Junior Colleges.

Association Directory for 1935-36

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MEETINGS OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Date	Place	President	Secretary
*1920 June 30, July 1	St. Louis, Mo.	James M. Wood	Martha McKenzie Reid
1921 February 16, 17	Chicago, Ill.	David MacKenzie†	Martha McKenzie Reid
1922 March 24, 25	Memphis, Tenn.	Geo. F. Winfield	Martha McKenzie Reid
1923 February 27, 28	Cleveland, Ohio	James M. Wood	Doak S. Campbell
1924 February 26, 27	Chicago, Ill.	James M. Wood	Doak S. Campbell
1925 February 20, 21	Cincinnati, Ohio	Louis E. Plummer	Doak S. Campbell
1926 March 17, 18	Chicago, Ill.	H. G. Noffsinger	Doak S. Campbell
1926 December 3, 4	Jackson, Miss.	L. W. Smith	Doak S. Campbell
1928 March 12, 13	Chicago, Ill.	Edgar D. Lee	Doak S. Campbell
1928 December 3, 5	Fort Worth, Tex.	J. Thomas Davis	Doak S. Campbell
1929 November 19, 20	Atlantic City, N.J.	John W. Barton	Doak S. Campbell
1930 November 18, 19	Berkeley, Calif.	Jeremiah B. Lillard	Doak S. Campbell
1932 February 19, 20	Richmond, Va.	Richard G. Cox	Doak S. Campbell
1933 February 24, 25	Kansas City, Mo.	Arthur Andrews	Doak S. Campbell
1934 February 23, 24	Columbus, Ohio	A. M. Hitch	Doak S. Campbell
1935 February 22, 23	Washington, D.C.	E. Q. Brothers	Doak S. Campbell

* Preliminary conference, called by the United States Bureau of Education.

† Deceased.

THE JUNIOR COLLEGE JOURNAL

UNDER JOINT EDITORIAL AUSPICES OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES AND THE SCHOOL OF EDUCATION OF STANFORD UNIVERSITY. . . . MEMBER THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. V

MAY 1935

No. 8

Program of Fifteenth Annual Meeting American Association of Junior Colleges

Willard Hotel, Washington, D. C.

FRIDAY MORNING, FEBRUARY 22

- 9:00 Registration of Delegates and Visitors
9:30 Call to Order. Introductions
9:40 Address of Welcome President Cloyd H. Marvin
George Washington University
10:15 "One-third of a Century of Junior College Progress"
President H. G. Noffsinger, Virginia Intermont College
10:40 "Trends in the Junior College Curriculum"
President John W. Barton, Ward-Belmont School
Discussion
11:15 "Junior-Senior College Relationships" Dean H. B. Wyman
Phoenix Junior College
12:30-3:30 Group Luncheons

Private Junior Colleges

Chairman, President Robert J. Trevorrow, Centenary Junior College, Hackettstown, New Jersey
Program arranged by Presiding Officer

Public Junior Colleges

Chairman, President R. R. Robinson, University Preparatory School and Junior College, Tonkawa, Oklahoma
Program arranged by Presiding Officer

3:30-4:30 Tour of City. Arrangements by courtesy of junior colleges in and about District of Columbia

FRIDAY EVENING

- 6:30-8:30 Annual Dinner
Entertainment provided by junior colleges in and near Washington, D.C.
Address, "The Junior College: Dependent or Independent?"
Dr. George F. Zook
Director, American Council on Education

SATURDAY MORNING, FEBRUARY 23

- 7:30 Phi Delta Kappa Breakfast Dean H. B. Wyman, presiding
9:30 "Adult Education and the Junior College" L. R. Alderman
*Director Educational Division of Federal
Emergency Relief Administration*
10:15 "Adult Education as Carried on by California Junior Colleges"
Walter Crosby Eells
Professor of Education, Stanford University
10:45 Discussion Dr. P. Evans Coleman
Hackensack, New Jersey
11:10 "National Junior College Survey"
Report by Dr. Doak S. Campbell, *Chairman*

SATURDAY AFTERNOON

- 1:30 "Comparable Finance Figures among Junior Colleges"
H. G. Badger
Assistant Statistician, United States Office of Education
2:00 "Library Service in the Junior College" . . . Dr. William W. Bishop
*Librarian, University of Michigan, and Chairman
of Advisory Group on Junior College Libraries,
sponsored by Carnegie Corporation*
2:40 Discussion Led by Miss Ermine Stone
Librarian, Sarah Lawrence College, Bronxville, New York
3:00 The Junior College Journal . . . Dr. Walter C. Eells, *Editor-in-Chief*
3:20 Report of Research Committee . . . Dr. W. W. Carpenter, *Chairman*
University of Missouri
4:00 Adjournment

Address of Welcome

CLOYD H. MARVIN*

When your President wrote asking me to make words of welcome, the feeling came over me that it was somewhat like extending a greeting to those who were returning home, for Washington in the truest sense is your city, even though I may know it in a more intimate way than you do. In the same letter asking me to thus greet you came the charge that I should pay "tribute to our first President." Now, inasmuch as the word "President" was capitalized, I take it that my good brother, Mr. Brothers, was referring to President Washington rather than to himself!

For some time I turned over in my mind the various activities of Washington to select that which would bring you a somewhat different story from the life of that majestic personality we all revere as the First Citizen of this nation of ours.

It seemed to me that in the light of the growing nationalistic feeling, and more especially on account of the specific and recent Senate action which excluded the United States from the World Court of International Arbitration, we, as educators, might with profit and in his honor think together about Washington's attitude on the relation of nations and of peace.

Washington dreamed a dream. It was a vision of the colonies united and at peace, in good order, and

standing a nation among nations. He has come to personify this American Republic, and because of the direction he gave it he belongs to the world. His place in history is unique in that he is associated with liberty and holds the esteem of men wherever that word is spoken.

With him Nature was generous. To him she gave a body that could endure the strain of long-continued and severe effort. She made him tall, erect, with poise and a distinct impression of balanced strength. His temperament protected him from the exhausting effects of worry and fear. He had high courage for action, fortitude in adversity, and the moral efficiency of an abiding faith that always emphasized the significance of the spiritual side of man. He was invincible in defeat, magnanimous in victory; and he never faltered in his belief in the cause he led, from the day he modestly undertook the task of leading the Colonial Revolution to the day when with equal modesty he laid down his sword to the representatives of the independent colonies.

As he took command of the Colonial forces under the Cambridge Elm we think of him as a soldier, dedicating his life to the immediate step before him of winning the war. But we must also think of him as holding in mind, during the eight years of struggle, that time was but a means of attaining a greater end—the unification of the Colonial

* President, George Washington University, Washington, D.C.

peoples—and remember him for his power to establish in the hearts of a diversified but great people a form of self-government and peace.

Thirteen sovereign states were represented in the Continental Congress—states with as diverse points of view as racial prejudice and differences in religion, social theories, and economic conditions could make them. The English, the French, the Dutch, the Swedish, and the Spanish; explorers, soldiers of fortune, second sons, cavaliers, artisans, merchants, beggars, and social outcasts; all lived in this new land, where the primitive existence tended to accentuate envy and uncharitableness and make misunderstandings rife between localities. Picture the bitterness between New York and New Jersey—New York being taxed by New Jersey to maintain a lighthouse that ships might safely enter New York Harbor; and the retaliation on the part of New York by heavily taxing all imports from the farms of New Jersey. Again recall the hatred between Maryland and Virginia—the differences becoming so acute that Washington was asked to call the representatives of those two sovereign states to Mount Vernon, to prevent bloodshed between them.

I need not mention further episodes to emphasize the point that the labor of building a nation out of the sovereign states that existed on the Eastern seaboard of North America was an incredibly difficult task; yet Washington was able to take the raw material at his disposal and of it construct a nation. He was the directing spirit that led the struggling states to independence, to a constitution, and to a republic functioning under a supreme law.

When Washington took command, what was there for the divided colonies? Nothing but the hope of his ideal. His belief in unification was so strong that he was willing to lead the way. Perhaps there is no other event in history that so well illustrates the domination of an ideal as the War of Independence. Every practical argument was against the side that Washington espoused. He always had fewer troops than his adversaries. The treasury upon which he had to depend was always bankrupt, and the inefficiency of the Continental Congress was incredible. The attitude of the Colonial leaders because of sectional jealousies was uncertain, and we can picture the results of governmental vacillation in the insults of the Conway Cabal and the miseries of Valley Forge. Yet Washington saw the various settlements along the Eastern seaboard of North America drawing together through individual growth. He visioned the great hinterland tied to the coastal plains by routes of water. He looked beyond the ghastly failure of the Continental Congress and saw a united government—the result of the common thinking of a people pledging themselves to a mutual helpfulness and to a new nation.

Washington, like all supremely great men, not only carried ideals in his heart but he was a realist. He summed up the effectiveness of the Articles of Confederation with the sentence, "Influence is not government." He saw and denounced the failures of the government of his day. Concerning the federal government he wrote to Congressman Lee: "My opinion is that there is more wickedness than ignorance

in the conduct of the states; or, in other words, in the conduct of those who have too much influence in the governing of them; and until the curtain is withdrawn and the private views and selfish principles upon which these men act are exposed to public notice I have little hope of amendment without another convulsion." Over against this he writes: "Nothing but harmony, honesty, industry, and frugality are necessary to make us a great and happy people." He understood that this nation should have as its antecedent a spiritual union based upon common sympathies, for it was he who said: "Government cannot be essentially different from the spirit of the people which creates it." He warned his country against sectionalism. In his circular letter to the governors he wrote: "The prevalence of that pacific and friendly disposition among the people of the United States will induce them to forget their local prejudices and politics; to make those mutual concessions which are requisite to general property interests, and in some instances to sacrifice their individual advantages to the interests of the community." He saw that understanding would breed liberality. All of Washington's immediate policies were based on nationalism, and it is evident from the time of his entry into the Continental Congress until that day when he was called to his final rest at Mount Vernon that he believed in the United States of America, not as a loose confederation of sovereign states, but as a unified nation. He understood the hearts of men and felt that the spirit of liberty and of representative government which he nurtured would grow in strength

and beauty in America and stretch its course into the midst of nations.

With a paternalistic instinct, the Father of This Nation sought to protect it against the embarrassments from participation in the ancient quarrels of Europe. Having in mind the immediate weakness of the new government, and noting the splendid physical isolation of the infant nation, he called these factors to the attention of his fellow countrymen in his farewell address, stating: "For the time it is our true policy to steer clear of permanent alliances with any portion of the foreign world, so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements." He further wrote: "Observe good faith and justice toward all nations. Cultivate peace and harmony with all. Religion and morality enjoin this conduct, and can it be that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and at no distant period, a great nation to give to mankind the momentous and too novel example of a people always guided by an exalted justice and benevolence."

The attitude of this document is clear—this was a declaration of independence from foreign domination, not a doctrine of isolation. This nation, in the days of its infancy, was to stand apart if necessary for its protection; but Washington sharply points out that it is "for the time," and that even then there were certain "existing engagements" to which the nation must be true.

The work of our First Citizen was well done. He believed that representative government and a demo-

cratic theory of social justice would produce "a great nation," and there has come into existence a state that has directed the world in new paths of democracy.

The forces unleashed with our Revolution have pervaded the corners of the globe and developed a different world order. The resultant changes have been cumulative in their growth until their issues are so complex that baffled men bend anxiously before them.

At least two singularly distinguishable forces are at work in the revolution current. First, present tendencies have freed great numbers of people from their habitual respect for authority in matters of opinion; liberated them from former modes of thought; released them from tribal feeling; and manumitted them from customary living. Secondly, there is a firm, slow trend (sometimes we think it to be too slow) toward international association and co-operation, together with the idea of the establishment and the protection of the peace of mankind.

Because of this formidable and incomprehensible period of change, there are those who prophesy decay and death. They seem to be multiplying words without knowledge; for they attempt to interpret our modern civilization in terms of yesterday rather than with regard to the new tendencies and the new foundation of understanding. The civilizations of the past have depended upon discovering new fields of knowledge or of art for advancement. The world today depends not only upon new modes of expression and added fields of knowledge, but upon the discovery of the progress that underlies them, and, more

than that, upon understanding of the method by which such progress comes.

Our world is shrinking in size. Modern inventions, social and mechanical, have brought into very close relationship widely separated peoples. Transportation insists that we know one another better. May I illustrate? On April 16, 1789, General Washington, having been notified of the action of Congress in electing him to the Presidency of the United States, left Mount Vernon for New York. It was not until April 30 that the inauguration took place. Two weeks it took to make the journey. Today it is not two weeks. It is not two days—but two hours by air from Mount Vernon to Manhattan. It is but two seconds by telephone connection, and we would divide this last figure by more than two hundred thousand to arrive at the time it takes a wireless message from Mount Vernon to be picked up by the receiving station in New York.

Communication, however, will not break down geographical and political divisions, and even if it were possible, standardization of our intellectual and social processes would be a serious mistake. Rather we should glorify the developing international mind through the inclusion of considerate variety. The voices of sincere leadership in this reformative day will attempt to translate national ideals into a more comprehensible idealism of the world unit. Under their guidance, the peoples will shake themselves free from the bondage of provincial distrust and lift their eyes toward the coming day of tolerant understanding. The lives of nations will be constantly readjusted so that

each nation shall make its own contribution to human helpfulness. This is the way of democracies. Of necessity democracies make mistakes, even as we have in turning down the World Court. But democracies are not selfish; they are generous, they mean what is right, they are honest; they desire peace, for they are of the hearts of the people. Because of this, they will counsel together until they learn the art of mutual concession and understand that satisfaction in life is found through common help.

Under such conditions national isolation is no longer possible or desirable. Our interest is in concord, not aloofness and indifference, and our real contributions rest in the victories of understanding and of peace. In Washington's day, in a period no less strained than our own, old standards were shaken. People were beginning to live anew, and states had to come together to form a nation. Then, the task held no precedent. It could not have been accomplished in terms of tradition. It could only be accomplished through the use of the real essence and nature of the situation as it then existed. The world then was in a period of turmoil and strife and change. It was creating a new social order that would reflect the aspirations of justice and good will and happiness among men. That was Washington's generation.

Today the world, in spite of the testimony of ardent nationalism, is swinging into a new era. Its order will be different in form and extent from that of two centuries ago, but the spirit of the task remains the same. The basic principles that Washington held in mind during the formative days of this republic

are as applicable in the tendencies toward a community of the nations of the world as they were when the Colonial states were trying to understand each other.

Washington's mind constantly held to the idea of peace and understanding for the peoples of the earth. Seeing Europe at war, and the attempt made to draw the United States into it, Washington wrote: "As the complexion of Europe's politics seems now, I should like to see this plague of mankind vanish from off the earth, and the sons and daughters of this world employed in more pleasing and innocent amusements than in preparing implements and exercising them for the destruction of mankind."

Will you picture with me the venerable Washington, gray and erect, standing one afternoon late in October of the last year of his life on the front porch of Mount Vernon, his contemplative gaze seeing neither the downward fluttering of the last leaves of the pecan tree he had planted near by, nor the hazy blue of the Potomac as it carried the eye over its indulgent extent; but instead, peering into the welfare of nations? He turns upon the vista and passes through a short hallway to his study, where, seating himself at his desk, he takes up his goose quill and pens what are to be almost his last words on public welfare. Washington wrote: "The affairs of Europe have taken a most important and interesting turn. My own wish is to see everything settled upon the best and surest foundation for peace and happiness of mankind, without regard to this, or that or any other nation." Thus Washington expressed himself not only in regard to the welfare of nations,

but beyond that to the peace and happiness of mankind; and toward that ideal of peace man is steadily progressing, and in that development Washington's efforts through the creation of a new type of state are now having a profound influence.

With the peculiar experience and strong tradition of our nation, descending from Washington, we cannot stand aloof from international considerations at this critical time in the world's history. Whether we would have it or not, a baffled, discouraged world looks to the United States of America for a vital share in leadership. In some instances we have been drawn into a place of making dominant suggestions. It was the idealism of the United States, coupled with the practical ability of its appointed leaders, that made possible the first International Court of Conciliation; sons of the United States held their share of the lines on the Western Front to make the world safe for democracy; one of our elected leaders gave to the world the League of Nations. But the inspired action and second thought of the modern United States have been at variance.

How different is this variant position from that which Washington would have had us maintain when he said, "Observe good faith toward all nations." Have we not permitted other nations to draw confused implications from our backings and fillings? Washington said, referring to nations, "Let me not be understood as capable of patronizing infidelity to existing engagements." Do other nations believe that we have patronized infidelity and are hiding behind the power of our present-day resources? The least

that can be said is that our neighbors are confused as they think of our policies, and some are distrustful. Washington would have our position clear and impeccable. He pledged this nation to such standards in international relations.

Were this country to follow the principles of morality among nations as held by Washington, we should be compelled to accept our fair share of leadership, that we may "observe good faith and justice toward all nations." He enjoined us to cultivate peace and harmony with all. For justice and understanding it is necessary for this nation to be understood by other nations, and to be understood the United States must move in harmony with the principles that are commanding the thought not of the present worn-out political leaders but of the people of the earth. These very principles have developed out of the ideals established under Washington's leadership in the uncertain days of the Revolution and the dark years of his Presidency. His conception of the balance between law and government to the end that liberty should live and spread over the earth is growing in strength and in beauty. Stretching into the midst of nations, it now returns through the voice of the peoples to command honesty, justice, liberty, and understanding. These imponderables are the bases from which to consider the development of a community of nations. This is the road to peace.

The Father of Our Nation believed that the way to this end of man was through education. May your hours together engender high hopes and make you see means for the attainment of your dreams.

One-third of a Century of Progress

H. G. NOFFSINGER*

This brief paper is in no sense intended to be a history of the junior college movement. We shall have to be content with pointing out a few salient features of progress made by this newcomer in the family of American educational institutions.

To say that we are living in a day in which changes in our civilization are "dangerously rapid" is to utter a truism. "The shift from farm to city, the change from a debtor to a creditor balance in international trade, the perplexing and catastrophic change in our agricultural situation, the development of the automobile and good roads . . . the mechanization of industries—countless examples could be given." These economic changes are paralleled by the political, social, and religious changes that are occurring with such rapidity as to make one's head dizzy with confusion.

The junior college has come to the kingdom for such a day as this. Perchance it can help save the day. Certainly its very youth, with its susceptibility to change, to make experiments, is in its favor. It is better situated to make changes than older institutions more or less bound by traditions regarded as sacred.

William Rainey Harper, president of the University of Chicago from 1891 to 1906, will undoubtedly go

down in history as "The Father of the Junior College." In 1892 he separated the freshman and sophomore years of the university from the junior and senior years and called the former division the "Academic College" and the upper two years, the "University College." In 1896 these awkward terms were changed to "Junior College" and "Senior College." In an address four years later in Charleston, South Carolina, President Harper in speaking of small colleges that will come to be junior colleges, said: "I use the name 'junior college' for lack of a better term." Dr. Eells says that, so far as he has discovered, that is the first time the term junior college was used to designate an independent institution.

The name is excellent, with two exceptions: it is neither "junior" nor a "college" in the traditional meaning of that term. Considerable controversy has existed as to whether the junior college is secondary or collegiate in character; whether it is a glorified high school or a miniature model of a college. The truth is that it is neither lower nor higher, but it occupies a middle ground of its own. Already considerable progress can be recorded in the acceptance of this idea, and the term "junior college," while not ideal, has come to stay and is carving out a place of its own.

In 1902, just a third of a century ago, President Harper made the following statement of the results to be secured by establishing junior

* President, Virginia Intermont College, Bristol, Virginia.

colleges. It reads like inspired prophecy.

(1) Many students will find it convenient to give up college work at the end of the sophomore year; (2) many students who would otherwise not do so, will undertake at least two years of college work; (3) the professional schools will be able to raise their standards for admission, and in many cases, many who desire a professional education will take the first two years of college work; (4) many academies and high schools will be encouraged to develop higher work; (5) many colleges which have not the means to do the work of the junior and senior years will be satisfied under this arrangement to do the lower work.

Earlier educators than Harper advocated the idea contained in the later junior college. As early as 1852 Henry P. Tappan, president of the University of Michigan, advised the separation between the sophomore and junior years. W. W. Folwell, president of the University of Minnesota, suggested the same idea in 1869. President James, of the University of Illinois, tried unsuccessfully in the early 'eighties to induce the University of Pennsylvania to try the plan. In 1883 the University of Michigan made a spasmodic attempt to incorporate the idea. This was soon abandoned. All these educators considered the first two years of college work as secondary in character, which undoubtedly they were at that time. These men were strongly of the opinion that universities should not expend their energies in secondary education. They all were willing to have the legs of the university cut off if thereby the essence of genuine collegiate training could be enhanced.

These efforts were all forward-

looking and prophetic of what was to come. They are of historical value in showing the trend of thought, especially in university circles where the idea of the junior college was born. The universities incubated the junior college idea that President Harper hatched in 1892 in the University of Chicago.

While a few universities such as Johns Hopkins and Stanford have taken definite steps to lop off their lower years, the movement has gained greater velocity in other directions. Scattered over our land were many weak colleges that despaired of ever being accredited as four-year colleges. The junior college offered an inviting haven, and these weak colleges put into port. Thus very early a large number of private junior colleges of the denominational type came into being. Some of these merely jostled down their four-year curricula into two and announced to the world that they were junior colleges.

GROWTH IN NUMBERS

Once the movement got started, it swept over the entire nation like prairie fire. It caught in the Middle West and spread in every direction, first westward to the Pacific Coast where in California junior colleges have entrenched themselves for good and all; then to the Atlantic seaboard, and during the last few years New England also has developed junior colleges.

During this marvelous third of a century under consideration, over five hundred junior colleges have been established. Dr. Campbell's list in the January 1935 number of the *Junior College Journal* gives 521 junior colleges in the states, 5 in our insular possessions, and 6 in foreign

countries, with a total enrollment of 110,249 students. Of these, 223 are public junior colleges with 77,111 students and 309 are private institutions with 33,138 students.

According to Whitney, the earliest private junior college was found to be Monticello Seminary, founded in 1835. Just when it became a junior college is not stated. Joliet Junior College, organized in 1901, seems to be the first public junior college. The growth at first was slow. From 1910 to 1920, it was accelerated as the idea began to take root. The major growth during this decade was in private junior colleges. The public junior college movement has grown very rapidly since 1920. More than 75 per cent of all public junior colleges have been established during this recent period. During the last four years, years of depression, the list of public junior colleges has increased from 178 to 223 and the enrollment of students from 45,021 to 77,111. During these same four eventful years private junior colleges have increased from 258 to 309 and their enrollments from 29,067 to 33,138.

Naturally, most (all except four, I believe) of the public junior colleges are coeducational. Of the 309 private junior colleges, 47 are for men only, 98 for women only, and 164 are coeducational. About 90 per cent are of the two-year type, while the other 10 per cent are distributed among the 1-, 2-, 3-, 4-, 5-, and 6-year types.

SOURCES

The development of the junior college has been in three dimensions, a stretching upward of high schools and academies, a condensing downward of small four-year

colleges, a decapitation process, and a sideways extension as represented by two-year normal schools that have added junior college curricula not designed especially for teacher training.

GROWTH IN RESPECTABILITY

The term junior college in the beginning was almost laughed out of court in some sections. In my state (Virginia) when the term was mentioned some venerable educators could not help smiling. Their opinion was that the newcomer was a mushroom growth that had sprung up over night and would soon disintegrate.

The writer recalls inviting the head of a weak college to a meeting in which the proposition of forming a state junior college organization was to be considered. The gentleman refused to attend on the ground that his was a four-year college and he begged to be excused. His institution finally was forced to stoop to the junior college level (be decapitated) only to find that it could not qualify as an accredited junior college, and in a few years this same institution gasped and died. Another college head expressed himself as opposed to the plan on the ground that if he declared his institution a junior college it would injure its chances of evolving into a four-year college. That same institution is recognized only as a high school today.

Contrast the opinions of these two men, which were rather general in those days, with the ideas prevailing generally today. Now it is an honor to be classed a junior college. No longer do we apologize for being only junior colleges. At the last meeting of the Southern Associa-

tion a junior college representative, whose institution had been dropped from the junior college list the preceding year on the ground that his institution was applying for recognition as a four-year college, came before the committee and begged to be retained as a junior college pending acceptance as a four-year college. What a change!

Like overgrown, gawky, awkward boys and girls, some junior colleges are still in the adolescent stage. In their infancy they prattled too much about themselves and often made themselves ridiculous in the presence of their elders. Some of them boasted right before these venerable elders that soon they would grow up and take their places. They are learning better now how to behave themselves in company. This change in deportment is wholesome and those who first came to scorn are now remaining to pray lest perchance the former boastings of these upstarts may come true.

HELPFUL INFLUENCES

Undoubtedly the sponsorship of some of the leading universities has been a powerful influence in the inception and growth of the junior college idea. Another has been the American Association of Junior Colleges. The *Junior College Journal* has formed a forum for discussion and contributed articles. This has been of incalculable benefit. The contributions made by prominent educators such as Harper, Koos, Zook, Eells, Proctor, and many others have given the movement impetus and untold value.

A FEW CRITICISMS

Not all has been rosy for the idea. Occasionally some individual has

sensed danger in the rising tide of watered educational ideals and practices. One of these critics was the venerable George H. Palmer who, at the age of 85 years, wrote two articles in 1927 in the *Atlantic Monthly*. He raised his voice against what he termed the "menace" of the rising tide of inferior education in the junior college. He felt that only evil could result and that high-school methods were being pushed up into two years of college life, thus diluting it to such an extent that it could not be called collegiate and would make our higher institutions more nearly approach the European system. This would "exterminate our scholarly amateur," and cause "the glorious peculiarity of American education to disappear." He said, "In my judgment it [the junior college] is more likely to bring disaster than anything which has happened in our world of education during the last fifty years."

The stated purpose of this article was to awaken thought and stir up discussion. Dr. Palmer received many letters of commendation but few were stirred sufficiently to enter the arena and fight the menace. Hence Dr. Palmer wrote a second article in that year in the *Atlantic* giving more in detail his reasons for his dread of the junior college. He concludes with the following paragraph: "In defense of the magnificent American experiment of democracy I felt called on to stir up criticism over the junior college. The unpleasant task is ended, and with a quieter conscience I may now return to my library." Few writers have taken up the challenge to carry on the fight against this dread evil.

An anonymous writer in the June 1927 *Atlantic Monthly* has an article on the "Junior College Menace, as Seen from Within." There is little new or worthy of mention in this attack. It appears to have been inspired by Dr. Palmer's first article.

In the December 1933 *California Monthly* two students discuss the junior college, one for and one against a student's attending a junior college prior to transferring to a university. In the mind of the objector, the two chief criticisms were lack of personal contacts with the faculty and consequent absence of student guidance from the same source and lax student habits inculcated in junior college students. He had in mind the large overcrowded junior college of the public type. All junior college advocates of the private residence type consider these very points as the strongest in its favor.

Contrast the alarming criticism of Dr. Palmer with the following statement of President Ray Lyman Wilbur: "I look upon the spread of the junior college movement as one of the best pieces of insurance that our democracy has toward maintaining our form of a republic."

PROGRESS BY EXPERIMENTATION

As Marion Coates (now Mrs. Graves) aptly says: "The glory of the junior college is that it offers boundless opportunity for exploration, both in the variety of institutions embraced by it and the latitude given within each." Its youth is its opportunity for experimentation. No traditions to respect; only a third of a century old. All sorts of experiments can be undertaken. It is truly the "guinea pig" of the

educational system. Mistakes will of course be made, but undoubtedly some of the experiments will be successful.

One of the most significant experiments that is now taking place in combining the last two years of high school and the first two of college is the one put into operation in the University of Chicago this last fall. This co-ordinating process is based on the theory that specialization in college should be placed on a broad foundation of "general education" such as the reorganized four-year unit will provide. It is understood that this "general education" terminates with the university college, which is their name for junior college. Many experiments with the four-year unit are being conducted in various parts of our country. These we shall watch with intense interest.

UNIVERSITY LEADERSHIP

From the very beginning of the junior college conception, the movement has been furthered by certain universities of our country. For several years reorganizations of the lower divisions of universities such as Chicago, Indiana, and Minnesota have been in progress. The whole country is watching eagerly to see the developments in these and in other institutions. They are all different but all deal with the two lower years. At Minnesota, Dean Maclean says that the courses are all designed to meet the individual needs of the student; tailored to his measure, as he expresses it. He says: "In concrete terms we can at Minnesota, if in time we grow to wisdom enough, tailor a course in most instances to the individual student. He has, in the first place, free

election among the battery of general courses. He is restricted only by his own limitations of time, outside work, aptitude, interest, and aims in the amount he may take either at the lower or upper limit." And thus he goes on most interestingly to describe the system on which they are experimenting, explaining differences from the Chicago system, showing how student growth is measured, laying emphasis on the importance of the counseling problem of the institution. He affirms that counseling and guidance of students should form the basis of curriculum planning. This doctrine should permeate all institutions of learning. A study of the developments now going on at Chicago and Minnesota and other universities is most illuminating. Other speakers on this program will go further into this matter. It behooves all junior college men to keep informed as to these experiments, for they are pointing the way out of the wilderness in which many of us often find ourselves hopelessly lost. Most any of us can make changes, but as Dean Boucher says: "Change in the organization of administration or change of the curriculum merely for the sake of change is quack doctoring." We must have clearly defined objectives and definite curricula to attain those objectives for the particular class of students who find their way to our particular institutions.

THE FOUR-YEAR UNIT

In the development of the junior college system the four-year unit has made very little headway. Undoubtedly the last two years of high-school work and the first two of the traditional college form a

logical unit. This unit would surely become the prevailing type but for opposition from three sources: high schools below, colleges above, and accrediting agencies. "How can you combine secondary and higher education in one unit?" they say. It is neither secondary nor higher but junior collegiate in character, covering successfully the transition period. As Dean Boucher so aptly says:

The college period [meaning the junior college in the University of Chicago] is a transition period between secondary and higher education—a transition that can be made instantly by only a few students. . . . If the college period is merely a continuation of high-school performance, it fails; or if it is a truly university performance, it is likely to fail. We have endeavored to design our college program so as to bridge the gap successfully. . . . It seemed the time had come to carry the experiment down two years lower, into the senior high school area, and thus to begin the gap-bridging period between secondary and higher education two years earlier. This, distinctly, was the proposal: to push the college influence, through control, down into the high-school area—and not to push the high-school influence up into the college area.

In the May 1934 issue of the *Junior College Journal* Dean Boucher explains this entire program. To my mind this experiment is fraught with great consequences to the whole junior college movement. Remove the restraining influences or let junior colleges throw them off and you will witness such an increase in four-year junior colleges as we have never seen even in the phenomenal growth of the two-year type. The turnover of students in the two-year type is too great. Two

years is too short a time to set the stamp of an institution upon a youth.

FUNCTIONS OF JUNIOR COLLEGES

Many statements of the functions of the junior college have been made by those who have written on the subject. For the private type these functions may be summed up in order as follows: (1) moral and religious training, (2) semiprofessional training, (3) terminal education, (4) popularization of higher education, (5) affording of attention to the individual, (6) offering of work meeting local needs, (7) preparatory work acceptable to colleges and universities.

For public junior colleges the list may be as follows: (1) popularization of higher education, (2) continuation of home influences during immaturity, (3) semiprofessional training, (4) terminal education, (5) preparatory work acceptable to colleges and universities, (6) improving of instruction in the junior college years, (7) offering of work meeting local needs.

It will thus be seen that private junior colleges of the denominational type stress first moral and religious training, while the public type places first popularizing of higher education. The chief appeal to a community in establishing a junior college is that their sons and daughters can stay at home for two years after finishing high school. On the other hand, the private junior college contends that in many cases these same sons and daughters should, by all means, go away from the home environment.

From many functions, the list may be narrowed down to four principal ones: (1) the preparatory

function, (2) the popularizing function, (3) the terminal function, and (4) the guidance function.

The preparatory function (called by Koos the isthmian function) has been emphasized from the very beginning for two reasons. First, the junior college in its infancy had to prove its worth by laying its work alongside that of the higher institution. The higher institution required the work of the junior college to equal in quantity and quality that of its own first two years. Second, the standardizing agencies took the standards of four-year institutions and trimmed them down to the measure of the two-year institution. Now that the junior college is an integral part of our system of schools, it has established its right to live and work out its salvation, this preparatory function will not receive the attention in the future that it has in the past. The large universities with their overcrowded freshman classes have encouraged junior colleges in relieving the congestion.

The popularizing function has never been a strong feature of private junior colleges. These, in the main, have been rather restrictive in the selection of their students and have not thrown their doors open to the general public. The public junior colleges make much of this function, emphasizing the local community service. It is this type that is often called the "people's college." This function is destined to be extended and become the prevailing one in the establishment of junior colleges in almost every community. A special contribution of the junior college to its community is an increasing emphasis on adult education. The popularizing function con-

tinues and will remain one of the chief attractive features of the public junior colleges.

The terminal function provides vocational education of a semiprofessional kind for multitudes of boys and girls who must complete their formal education with the junior college. This aim has played some part in the development of the junior college and is destined to play a greater part in the future. Dr. Koos states his conclusion on this point as follows: "The hope must rest not in readjustments within colleges and universities of the current type, but in institutions in which the first two college years under consideration are terminal grades. That is to say, it rests in the utilization of the junior college idea." This idea is cogently expressed by Dr. R. J. Leonard in the following language: "In so far as universities concern themselves with professional education, their efforts will be confined to the higher and highest levels. Those are the permanent university fields. No other institutions can perform these services satisfactorily. And in so far as junior colleges concern themselves with occupational education, their efforts will be confined to the middle level and, in like manner, this will be their permanent field." And what a broad field it is. The junior college must provide for that large class of men whom President Wilbur characterizes as mechanically minded and women who are domestically minded. Dr. Ricciardi said in 1928 that 60 per cent of the 9,000 junior college students then in California could best be trained through terminal courses. Dr. Eells concluded his plea in 1931 for the development of terminal courses

with this striking statement: "The outstanding achievement of the past decade in the junior college world has been the development and success of the preparatory function; the outstanding achievement of the next decade should be similar achievement and success of the terminal function. It, too, must be popularized, standardized, and recognized."

TERMINAL COURSES

As already stated, the terminal courses have been slower in coming into their own than the preparatory courses. The preparatory work was, in the pioneer stage, required by the accrediting agencies, and often required by law to conform to the freshman and sophomore years of the university. Terminal work is relatively more expensive and only larger junior colleges can afford it. Here lies the greatest field of expansion of the junior college. Dr. Eells says: "It will require missionary work to make the terminal courses successful. Unfortunately, a stigma has been attached to them in many institutions. The emphasis in student thinking, often encouraged by the faculty, has been on preparatory work." Often, he says, the terminal courses are considered the "dumb-bell" courses.

John H. McKenzie, in his thesis on the junior colleges of Michigan, says that they offer a limited number of terminal courses in the semi-professions, such as secretarial work, marketing, finance, commercial art, public-school music, nurses training, and teacher training. He says this phase of the function of the junior college has not been developed in Michigan to the extent that it has in some other states,

notably California. He further expresses "the conviction that if the junior colleges of Michigan are to more adequately fulfil their purpose and are to justify the expenditures being made by communities for their support, greater emphasis must be placed upon the development of curricula which will prepare those students who enter directly upon their life work following completion of their junior college training." This appears to be the conclusion of nearly everyone who has made a study of the subject.

Federal census figures indicate that less than 10 per cent of the population of the country is required for the professions. The junior college must offer something more than a simple university preparatory course, if it is to live up to its true destiny. The development of the terminal function is an essential corollary of the success of the popularizing function.

In his inaugural address December 12, 1934, as director of Los Angeles Junior College, Roscoe Chandler Ingalls sums up the purposes of the junior college as follows: "The junior college prepares for college, the university, and the technical school; it also provides terminal courses, both vocational and cultural; it effects both economy of time and of money; and it also provides completion units of secondary education. Of these purposes, we believe that combining the cultural and the vocational into the semiprofessional is the most significant and herein we are making our chief contribution." Ward-Belmont has spent much time in working out a terminal cultural curriculum, the purpose of which

"is to prepare the student for better service in the home and in the community and for better use of leisure time." The catalogue requirements for entrance to this curriculum are "any fifteen acceptable college entrance units."

GUIDANCE FUNCTION

The field of guidance is almost entirely uncultivated. Much has been written on the subject, but its very complexity makes it most difficult. There are no well-defined standards to guide us. This is almost virgin territory and the junior college has the opportunity to occupy it. The junior college is better suited than the four-year college to do a successful piece of student guidance, because the junior college is a smaller institution, and its emphasis is on the individual student.

The objectives of guidance may be summed up under four general heads: vocational, educational, social, and physical. The plans for carrying out these guidance objects are almost as numerous as the junior colleges themselves. This is a subject that needs most careful study. It is a hit-or-miss proposition with most of us. Dr. Eells well says: "Most of the guidance given at the present time is given without knowledge of its results in later years."

What President Coffman, of the University of Minnesota, said in 1924 is still very largely true: "The efficiency of our higher institutions of learning in the future will be dependent . . . upon the extent to which they guide students wisely, train them in proper habits of thinking, become interested in their individual abilities and personal wel-

fare, reorganize the materials of instruction, improve their methods of teaching, introduce programs of work adapted to modern society and to the needs of the students." He urged that there be on every university campus a genuine junior college for students first entering the university direct from high school.

Of these four functions, the preparatory is the one that has received most attention, and consequently the one that has made the greatest progress during the past third of a century. The popularizing function applies largely to the public junior college.

Least progress has been made in the terminal and guidance functions. To the mind of the speaker these are the two most important functions of our institutions and the ones to which we must give serious thought and scientific investigation if the junior college is to reach its coveted goal.

PRESENT DEVELOPMENT

Many states are organizing systems of junior colleges. One of the latest is that of the state of Georgia. The annual report of the regents of the University System of Georgia, January 22, 1934, states:

During the last decade the spread of junior colleges has been very rapid, and there is no doubt but that this new institution will become a permanent part of the educational system of Georgia. . . . We think it most important that we have junior colleges in this state, strategically located, so as to afford facilities at a reasonable cost both for those who wish to treat the junior college as a terminal course

and for those who will continue their work at a senior college.

In addition to state systems under a board of regents or similar body, many universities are establishing junior colleges as an integral part of their system of schools. The University of Chicago has of course set the lead in having a junior college within its own corporate organization. Bucknell, Columbia, Minnesota, and scores of others have junior colleges as separate organizations. In such instances we find the greatest departures from the established patterns of education that have held sway for so long. In the university junior colleges and in a few private junior colleges such as Sarah Lawrence, we find curricula differing from that of the classical four-year type such as are found in most of our institutions. The binding force of tradition and of the accrediting agencies is still strong enough to keep many of us from kicking over the traces. Gradually, however, the influence of socialized curricula that are being worked out by our universities and braver private junior colleges is having its leavening effect on all our institutions. It is along this line that our greatest advance is to be made in the immediate future and thus the junior college will make its permanent contribution to society. We surely shall never get anywhere by copying the older type of institutions, but that is exactly what many of us have been forced to do. We must launch out into the deep and let down our own nets in our own way. Let us be done with copying. The opportunity is ours if we will grasp it.

Trends in the Junior College Curriculum

JOHN W. BARTON*

The college administrator, busy with many other necessary details in school routine, may be remiss when it comes to discussions regarding the curriculum. Technicalities often becloud, detailed specifications become wearisome, generalities result. Frequent "stock-taking" in present-day procedures is absolutely necessary. The personal recognition of this necessity is the excuse or explanation for this discussion.

There are certain limitations to this paper that should be noted at the outset. It represents no detailed study of present procedures as portrayed by the 526 current or noncurrent junior college catalogues; it is an attempt to portray the trends in the curriculum as shown by more than a cursory review of the literature of the junior college. Certainly there is no lack of materials, for nearly one of every three references in Eell's bibliographies deals with matters affecting the course of study. The chief sources of this paper are the studies of Koos and Eells, which were prepared practically ten years apart; the fifty or more articles in the *Junior College Journal* on curriculum questions; the proceedings of the American Association of Junior Colleges; various articles in educational magazines or in the proceedings of other educational associations and university institutes, as well as

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the standards of various accrediting agencies. In addition, the catalogues of a very large number of junior colleges have been checked to substantiate some of the observations made. Finally, a detailed study was made of the stated purposes and curriculum offerings covering the past thirty years in the writer's institution. Obviously comparative studies covering a period of years are few in the junior college field because the general movement is hardly a quarter of a century old.

From its earliest inception the junior college had its course of study given to it. The first years of the history of the movement were concerned with the evolution of the unit itself, but there is little evidence that the program of studies could be anything other than that offered for freshmen and sophomores by a standard four-year college or university. The accrediting associations uniformly held to that principle, state laws permitting junior colleges to organize and operate required equivalent work, and even this Association in its formative stages affirmed it, and until now the vast majority of courses of study agree and adhere to it.

In addition to the courses of study there are important collateral considerations. First, requirements for entrance; second, requirements for graduation; and third, success in continuation work. The first two of these three are proper subjects

for accrediting agency consideration; the effectiveness of the course is confirmed, so far as the universities are concerned, by the success in continuation work. Naturally the third is not necessarily one covered by a standard.

The standards of various associations may well be studied to find changes in courses, in admission, or in graduation requirements. This Association at its organization defined the junior college in terms of its offerings, and at the same time served notice that the junior college was not a public organization, when it said:

The junior college is an institution offering two years of instruction strictly of collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year college, in which case these courses must be identical in scope and thoroughness with corresponding courses of the standard four-year college. The junior college may, and is likely, to develop a different type of curriculum, suited to the larger and ever changing civic, social, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall conform to collegiate standards.

Full admission to the junior college could be gained by graduation from the four-year course for accredited high schools, as prescribed by the State Board of Education or by the State University; however, a student could be admitted with a condition of two units. For graduation a student had to complete sixty semester hours of work of similar grade to that given in the freshman and sophomore years of the standard college.

These standards were revised within three years, and again in 1929. The latest statement reveals some significant changes:

The junior college, in its present development, comprises different forms of organization. First, a two-year institution embracing two years of collegiate work in advance of the completion of an accredited secondary school course. The two-year curriculum of this type shall be equivalent in prerequisites, methods, and thoroughness to that offered in the first two years of an accredited four-year college. Second, an institution embracing two years of standard collegiate work as defined above integrated with one or two contiguous years of fully accredited high-school work administered as a single unit.

Requirements for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or the equivalent of such a course. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

Gone in seven years' time conditional entrances and local approvals! The power of the standardizing agency, long recognized by individual institutions, has become fully recognized by this Association.

The North Central Association adopted its first standard for the junior college in 1917, the Northwest in 1922, the Southern in 1923, the Middle States in 1927, and the New England in 1932. In each of these sets of standards is noted the same rigid adherence to two years of college work, to entrance requirements equivalent to the standard college, and to require-

ments of sixty semester hours for graduation. The junior college course had little individuality of its own when compared to the offerings of the standard four-year college.

The battle for accredited recognition forms an interesting chapter in any curriculum study. When the junior college movement got under way, say thirty years ago, there were numbers of weak four-year colleges that were advised to accept the new status. Standardized principles adopted in educational practices also demanded that the "finishing school," if it were to survive, must conform. Since many of these, privately maintained, were offering a year or more of work above the four years of high school, the new junior college fitted right well into their designs. In attempting to meet these standards there came a shift of attention from individual needs to an effort to conform with course content requirements of the standard college, to the separation or cleavage of the course of study as between preparatory and college work, to division of the faculty, or the prohibition of vertical teaching.

Ward-Belmont is typical of dozens of schools in this respect. In 1908, its predecessor, Ward Seminary, offered two courses, the "college preparatory course" of sixteen required "points" (units), and the "Seminary Diploma" course of twenty-four "points," with election within the last eight points in English, history, chemistry, modern languages, Latin, and to a more limited degree, in special vocational subjects as expression, art, business training, and music. In each of these, special diplomas were offered.

The "Seminary Diploma" was designed specifically "for those not going to college" and wishing a broadened course of study for general education. In 1913 the consolidation with Belmont College occurred, and Ward-Belmont offered a six-year curriculum; now for the first time in its literature does it lay specific claim to a junior college course (although the title-page of the catalogue did not indicate this status until 1925). Three courses of study were outlined—the preparatory which was the high-school course for those who wished to enter a standard college with the freshman class; the general, designed for "the larger number who do not intend to go to college and yet who wish to lay the foundations for a broad and deep culture, with various elective courses to suit individual choice and need"; and the classical, for those who wished to continue in the junior class of colleges or universities that might accept the work. Proper precautions uniformly appeared, one of which was to consult the dean when desirous of continuation so that necessary courses might be taken to fit into the requirements or acceptances of the standard college which the student intended to enter. The Southern Association elected Ward-Belmont to membership in 1925. The succeeding catalogue dropped its emphasis on the college preparatory course; the college and high-school entrance and graduation requirements were shown for the first time on separate pages; the course of study was for the first time separated as between high school and college; the classical course was dropped; the familiar phrase in the first eleven catalogues

"for the larger number who do not intend to go to college" was eliminated; and regional accrediting associations were mentioned for the first time. At other places, references will be made to these procedures, for they are typical of a group that was forced into line by accrediting agency activity (not necessarily designed by the agency). There is ample evidence that the university and the standard college wielded an influence that kept the junior college in line with their own aims and purposes.

Before accrediting associations took any steps toward recognizing the junior college, there were other agencies that took notice of the junior college movement. In 1907, California permitted high schools to add to their curriculum two years approximating the first two years of the usual four-year curriculum. In 1917, a California law again specified two full-year courses of collegiate grade in English, history, mathematics, foreign language, and science. In 1921, another law granted the junior colleges privilege of affiliation with the university, but all collegiate courses were subject to approval of inspectors of the university. Vocational courses had also been approved. In 1911, the University of Missouri took the initiative in the standardization and affiliation of the junior colleges in that state, but with no desire to dominate. The first two years of work at the university were the standards set for those who wished to affiliate, however. Naturally, there was a strengthening of courses and a scramble for inspection.

Enough has now been recited to refer again to an earlier statement: that the junior college movement

in its inception offered courses not at all different from the freshman and sophomore years of the standard college, entrance requirements were those of the four-year college, and graduation was in line with the requirements set down for two years of work in the four-year college. But once the movement was well launched, there developed certain trends in course offerings that had, in effect, been anticipated.

Let us make further reference to the standardizing agencies. Changes made within the decade have permitted a broadening of course offerings, and a recognition of service for those who do not continue above the junior college level. The influence of these agencies has by no means diminished.

The most recent trend, the new statement of the policy adopted last April by the North Central Association, is very significant. No distinction is made between the junior and the standard college. "To be considered by the Association an institution must be legally authorized to confer collegiate degrees or to offer a definitely described portion of a curriculum leading to such a degree, or to offer specialized curriculums leading to an academic certificate. An approved institution is not barred from offering curriculums terminating at the end of one, two, or three years if they are taught at the level of collegiate instruction." Requirements for entrance are no longer stated quantitatively:

The curriculum should presuppose the completion of a secondary-school curriculum for entrance to the institution, or secondary courses should be so integrated with the curriculum of the institution itself as to guarantee

the educational progress of students to a definite stage of advancement beyond completion of the usual secondary-school offering.

The policy of an institution in admitting students should be determined on the one hand by the purposes of the institution and on the other by the abilities, interests, and previous preparation of applicants. An institution should admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted.

In evaluating the practices of an institution in the induction of students, attention will be given to the provision for preregistration guidance in co-operation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for introducing new students to the life and work of the institution.

Equally significant is the statement concerning the curriculum:

The curriculum of an institution should contain the subject-matter offerings implied by its statements of objectives. In general these offerings include provision for general education, advanced courses when the purposes of an institution require such offerings, and special courses appropriate to the specific objectives which the institution claims as among its functions.

An institution should provide appropriate facilities for general education unless, as may be the case in a particular institution, its program presupposes the completion of an adequate program of general education at the collegiate level prior to entrance.

The organization of the curriculum should be such as will best serve students of the type whose admission is implied by the declared purposes of

the institution. Responsibility for the grouping of curriculum content, as by courses, departments, or divisions, will lie with institutions. The merit of a curriculum organization will be judged primarily by the manner in which it functions.

The curriculum of an institution will be regarded as effective only when the faculty includes instructors competent by reason of educational preparation to offer instruction in announced courses.

The institution should be able to show clearly that the curriculum as described in published statements is effectively administered in the case of individual students and that there is reasonable adherence to stated requirements in the awarding of degrees and certificates of progress.

Something entirely new as far as sets of standards are concerned in the statement of policy concerning the study of institutional problems:

An institution should continuously study its policies and procedures with a view to their improvement, and should provide evidence that such useful studies are regularly made.

Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff making studies, to the methods employed, to the attitude of the administration toward and the support given to such studies, and to the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. They may deal with any phase of the work of an institution, such as administration, curriculum, student personnel service, instruction, or any other matter of immediate or remote concern to the

institution. An institution will be requested to provide typed or printed copies of completed studies.

Surely, with a standardized agency making such pronouncements, there is much ahead for the serious consideration of junior colleges.

As already stated, the entrance requirements for the junior college were largely those of the senior college. There has been an increase in units offered and a consequent widening of the scope of entrance. Koos's well-known study contains much information on entrance trends: the breakaway from the classical languages and literature, the acceptance of a wider range such as algebra, plane geometry, history, modern foreign languages, the increase of the actual number of units required from 7 to 14 or $14\frac{1}{2}$, and now to 15 (or even more), the downward shift in the content of the curricula, the advancing age of the student and the overlapping in content of high-school and college courses. Within the past twenty years there has been established a uniformity in nomenclature (as for example, few catalogues now refer to units as "Carnegie," or even define the unit). Yet there is still a lack of uniformity in enforcing entrance requirements. L. W. Smith, reporting in 1929 to this Association on this feature, pointed out that of 113 junior colleges studied, 38 admitted with 14 units, 11 admitted with 13 units, 64 admitted specials regardless of units, 60 allowed junior college students to carry high-school subjects, while 65 admitted as *regular* students those who had 15 units. J. T. Davis in 1926 reported that 75 per cent of the junior colleges studied in the reports he received allowed

students to take work in the high school to make up entrance delinquencies. He found that 97 per cent of the school heads offered no objection to this type of overlapping, and that 93 per cent of the 80 junior colleges allowed "vertical" teaching. Evidence in at least one regional association points to the continuation of the practice of accepting students without full entrance requirements. Now, with better integration of the high-school course with the college course, the objections to this practice have been minimized, though not as yet is the practice openly encouraged.

Courses are offered, we may conclude, in order to carry out the stated purposes of a school—yet much of the literature studied shows great disparity between courses offered and aims expressed. What are these aims or purposes as affecting the curriculum? McDowell in 1919 published a study showing the preparatory function was first and the completion or "rounded out" education for those who do not, or cannot, go on was second. It may be questioned whether "completion" courses actually were offered other than those which would be accepted for advanced credit. Koos stated in his study (published in 1924),

This survey of the current conceptions of the special functions of the junior college reveals the fact that although the first purpose in the minds of its advocates is offering two years of standard college work acceptable to higher institutions, the hopes entertained for it far exceed this original service. The ambitions entertained comprehend types of training better suited to the needs of the increasing proportion of the population which the

junior college is expected to attract, especially . . . types of training adapted to needs of students who will not continue their education beyond the work of these two years.

He also called attention to the fact that it is a much more complex problem to give the first two years of preprofessional work than it is to give the first two years of the liberal arts curriculum. In short, he found these three purposes affecting the curriculum: (1) preparatory (offering two years' work, both academic and preprofessional, acceptable to colleges); 95 per cent of the public junior colleges and 90 per cent of the private junior colleges had courses for this purpose; (2) cultural terminal (opportunity for "rounding out" general education); 20 per cent of the public and 12 per cent of the private junior colleges had courses with this design; (3) semiprofessional (preparation for occupations, the final training for which would be given during the junior college years); 53 per cent of the public and 48 per cent of the private junior colleges offered such courses.

Campbell, in 1930, reported the stated purposes as affecting curricular offerings found in catalogues of 343 junior colleges, as follows: preparatory (147), occupational training (73), moral and religious training (71), completion of education (48), adult education (18), exploration and orientation (7). But when these purposes were compared with actual offerings he found college preparatory courses in 312 of the 343 colleges, vocational courses in 216, preprofessional offerings in 111, and terminal courses in 75. He concluded that the terminal function was more

prominent in the literature than in the actual offerings. Nevertheless a comparison with Koos's study reveals the increase in vocational and terminal courses, and separation as to the preparatory functions.

What has been the shift during the years in course offerings? An answer to this question immediately throws light upon the effectiveness of the various purposes. Koos, in 1921, it will be remembered, suggested 225 hours as the minimum offering of a junior college with the following divisions: English 28 hours, foreign languages 46 (note that no distinction is made between ancient and modern), mathematics 21, science 63, social subjects 54, philosophy and psychology 13. A few years later B. M. Woods suggested 265 hours as the minimum offering of a junior college. In a study reported by Hiatt, in the first issue of the *Junior College Journal*, comparisons were made in the listings of 19 colleges, covering the periods 1920-21 and 1929-30. Increased offerings were noted in every field except ancient languages where there was a decrease of 18 per cent. The greatest growth was in music, engineering, art, home economics, and drawing, yet all of these courses amounted to only 21 per cent of the total course offerings. In 1920, they were but 12 per cent. The extension of the terminal curricula accounted for this increase.

Eells, in his treatise on the junior college, reported a study by himself and Hollingsworth (1930), which showed that only 45 per cent of the 284 junior colleges studied offered more hours than Koos suggested. It is rather startling that 24 colleges offered less than a total of 100 semester-hours' work. The same

study made comparisons with average offerings as reported by Koos (1921). In the public junior college Koos reported an average offering of 255 hours. Hollingsworth, and Eells practically a decade later, found 285 hours. The differences between the two reports in selected groups are interesting (first figure is from the earlier reports): English 17.7 to 20.9 hours, ancient languages 12.8 to 4.9 hours, modern languages 42 to 38 hours, social sciences 27 to 35 hours, natural sciences 44 to 49 hours, art 3.0 to 6.6 hours, engineering 16.0 to 16.9 hours, music 8.8 to 17.7 hours, home economics 7.8 to 8.7 hours, education 5 to 8 hours. The offerings in private junior colleges reveal decreases in English, ancient languages, modern languages, mathematics, home economics, and engineering, with increases in social sciences, natural sciences, psychology, art, commercial subjects, education, and music. The total average offerings in private junior colleges increased from 191 to 223 hours. The conclusion is that the extension of offerings is about the same in the academic fields as in the nonacademic, and that there is little difference of offering increase as between the private and the public junior college; yet the nonacademic subjects amounted to 26 per cent of the total in 1921 and 31 per cent of the total in 1930.

W. W. Carpenter (*Junior College Journal*, October, 1931), in making a comparison of course offerings of the junior colleges in Missouri with those of 251 other junior colleges, found that the junior colleges of Missouri offer approximately the same amount of English, mathematics, science, and social sciences,

more language and education and less philosophy and psychology, commerce, vocational and occupational courses than do the outside group, and that the private junior colleges of Missouri come much closer, on the whole, to the normal offerings in the different fields than do the public ones. There are naturally some conflicts or inconsistencies between these various reports; yet the general conclusion seems clear that the preparatory function is still dominant, and evidently more stress has been placed on a statement of the terminal purpose than has been actually translated into course offerings. This was also the conclusion of Cross after studying the catalogues of the public junior colleges accredited by the North Central Association—"talked a lot about terminal courses yet not working very hard at the job," as he expressed it.

A dominant note was struck by the late Dr. Suzzallo in his address before this Association in 1929, when he stated that the junior college (especially the public junior college) could not ignore five types of curricula: (1) terminal vocational, (2) terminal cultural, (3) extension of liberal training (preparatory), (4) preprofessional, and (5) adult education for avocational purposes. He, of course, admitted that the present emphasis in the first two years is on liberal arts but the reverse should more and more prevail. At this same time Commissioner Cooper spoke of the need for education for leisure that would embody the social sciences in order to make more intelligible the problems of government, public health and sanitation to bring about more desirable habits of recreation and of

diet, and better appreciation of good literature, art, and music. Surely the literature of this movement is filled with an ambitious program, but too little progress has been made in vitalizing it. In the light of this statement by Dr. Suzzallo, it is interesting to note the five types of curricula suggested by the *Carnegie Report on State Higher Education in California*, full details of which were presented at our Kansas City meeting by Dr. Eells: (1) curriculum for social intelligence, (2) vocational curricula, (3) preacademic curricula, (4) preprofessional curricula, and (5) adult education associated with the junior college as a supplementary service.

In the light of the foregoing discussion, it is interesting to note that quite a group of colleges are now attempting various curricula investigations. Reeves stated in 1928 that 32 of 69 institutions reporting were making some investigations, yet the administrators, he said, complained of lack of freedom to put any conclusions into effect because of the requirements of higher institutions. The experiments with the curriculum are too numerous to discuss, but let us notice in passing experiments at Sarah Lawrence, Pasadena, Joliet, and Kansas City. Conclusions have already been reached on many points and are known to all; yet, because of a lack of acceptance by other colleges, these experiments within themselves could hardly be classed as "trends."

It now remains to review a little more specifically certain types of curricula and then to consider certain reactions by way of recognition of curriculum changes, on the part of the four-year college.

Despite ample warnings, the junior college remains predominantly a school preparing for continuation work. The following are fairly typical of these warnings: Dr. Prescott, of the University of Chicago, speaking at the spring meeting of this Association in 1926, said: "The present junior college will ultimately make a tremendous mistake if it regards itself as simply an attempt to duplicate the first two years of the present college course. It should be conceived as the end of one single unit of education, and on the whole the most important unit of education—the period of general education." Professor Koch, of the University of Michigan, in the current issue of the *High School Quarterly*, says: "The present restrictive practice of the junior college, namely, to concentrate upon the preparation for senior college, will have to be expanded so as to include wider and wider interests if it is to realize its destiny. Closer articulation with the high school of the future will doubtless insure it will do so."

Nearly all of us deny that the full emphasis is placed on the preparatory function. The branch junior colleges of the University of Pittsburgh, however, established within the last six or seven years, made their start offering traditional types of preparatory courses for the University. Dean Burk, in an address before this Association two years ago, reported a study of the curriculums of private junior colleges, and found that the dominant emphasis was still on the preparatory function, largely because the majority of graduates continued studies in the liberal arts colleges. Yet, despite this, there had been some

shifting from academic to non-academic subjects, doubtless caused by liberalization of the four-year college. Other trends that he discovered were: (1) more stress laid on curricular activity designed to develop leadership, (2) broadening of the curricula to include many activities formerly designed as extra-curricular (such as physical education), and (3) emphasis on guidance with greater freedom in choice of electives and more attention to individual vocational desires. In an earlier study, Dean Burk had shown a lack of harmony in aims expressed and courses offered. For example, the development of aesthetic appreciation was named in several statements of purpose, but never was there a course designed to fulfill this purpose, and the development of Christian character was claimed without the requirement of a single course in Bible or religious education. Regarding the preparatory function, would it not be a real triumph, if the conclusion of Commissioner Cooper were accepted, namely, that "success in upper division courses depends not upon previous study of any specific course in the lower division, but rather upon the intellectual capacity and personal application of the individual student"?

The junior college, however, has made a success of its preparatory function. Continuation work in higher institutions has been done successfully. There have been several reports to this effect found in the literature of the junior college, and it has been admitted by the accrediting agencies. These reports need not be reviewed in this paper.

The terminal curriculum idea in its various phases has already been

referred to. As a matter of record, it is almost as old a stated purpose as is the preparatory. For did not dozens of schools, terminal in character, accept the junior college status in the earlier days of the struggle for accreditation? The public junior college also expressed this purpose in its formative stages. Now this terminal purpose may be either general or semiprofessional. Koos in 1921 pointed out that the junior colleges are "clearly better designed than are higher institutions to provide for those who should not or cannot go on. The interest of this group becomes a major interest of the junior college to provide general or semiprofessional training." It should be said, however, that the terminal work is not offered because a student is weak, nor should it be separate in content or method, or on a different level from other courses in the college. No evidence has been found of any weakness of, or non-collegiate influence in, the terminal offerings.

As already indicated, the courses offered dealing with terminal subjects have not kept pace with aims expressed. Yet there are several bright spots in the history of this movement, and in a study of the latest catalogues we find that many new courses are announced. Proctor, in 1927, called attention to the well-developed lines in certain junior colleges in California, especially in agriculture, business management, draftsmanship, engineering, homemaking, and nursing. Leonard, in 1925 (Chicago meeting of the American Association of Junior Colleges), called attention to the fact that education for the professions was considered a university

function, and education for trade a high-school function, but that the middle ground was not being adequately presented. Levels for junior college work could be found, he said, in pharmacy, optometry, nursing, secretarial work, accounting, engineering, and agriculture. He further stated that the actual need for education in these and similar lines was the task of the junior college, and that it was harmful to the university not to distinguish in its own curriculum organization between the middle and the higher levels. At our 1928 meeting in Chicago, the first reports were given to this Association from a group of California junior colleges. Ricciardi noted that terminal courses were permitted under the law, and that the state department had issued in 1928 a bulletin on *The Need for Terminal Courses in the Junior College*. He gave the definition of a terminal course as "one that makes the individual who successfully completes it socially more efficient, more intelligent as a citizen, and occupationally competent in a skilled or semiprofessional occupation." Lillard called attention to the courses in nursing and graphic arts worked out in 1926 at Sacramento, and Hammond reported terminal courses at Santa Ana in engineering, business, and printing.

Possibly the strongest presentation of the terminal phases of engineering education were presented by R. H. Spahr in 1929, at the tenth meeting of this Association. He called attention to the need within the profession of education on the junior college level, but from the study of actual offerings at that time, he concluded that the physical equipment was better than the

teaching staffs. Business education has been put into most of the junior colleges. In 1932 (*Junior College Journal*, II, 191) Koos reported that of a total of 295 junior colleges 243, or 82 per cent, actually offered courses of a terminal character in business. When types of students were considered, he found that 84 per cent of co-educational, 62 per cent of men's and 83 per cent of women's junior colleges offered courses in business, while 88 per cent of the public, and 77 per cent of the private junior colleges had business courses.

Weersing, in 1932, reported courses offered in agriculture, mechanical arts, music, art, business education, home economics, teacher training, and "general noncollege preparatory." He stated that he was surprised to find that the private junior colleges had a larger proportion of their students enrolled in terminal curricula than the public junior colleges. He prophesied that the terminal curricula would increase until the semiprofessions have been more definitely located and defined. General courses he found rare; and he also found that the junior college was not keeping step with the more progressive four-year colleges. Mention should certainly be made of the real pioneer work in the terminal field that has been undertaken at Los Angeles. Some eighteen or more courses have been successfully worked out. Among these the terminal general education, based on Dr. Snyder's idea that "the vision of academic courses should be general, not foundational; inspirational, not critical; and so far as possible, each one of them should give a bird's-eye view of the entire field which it attempts

to cover. To be successful, these must differ from lower divisional courses of the university."

Adult education has not been neglected in many of the junior colleges. The success of San Bernardino in this field should be noted. In 1928, when President Griffing introduced this phase there were less than three hundred enrolled, and in four years the number had grown to over four thousand. The Junior College of Connecticut, beginning in 1931, offered an extensive group of courses for adults in the community. Cultural, as well as vocational, courses were listed.

Orientation and survey courses are being introduced which are both preparatory and terminal in purpose. For nearly ten years the need for such courses has been stressed with but few offerings in the field. Suzzallo, six years ago, stressed the need of orientation courses to assist students who could not meet formal course requirements. We all remember his phrasing, "Educate a youth where you can, even though the product is theoretically imperfect."

Guidance as a function of the junior college is now quite well recognized, and it is unfortunate that there is as yet no widespread introduction of courses designed to guide. Here again we have a tendency, or trend, expressed in the literature, but with the offerings not keeping pace.

What is the attitude of the senior college toward the junior college and its product? Koos found in 1921 that of 146 senior colleges responding only 60 gave positive encouragement to the junior college, 35 discouraged the movement, and 51 were noncommittal. But the

product, as has already been indicated, has consistently made good. We were told nine years ago by Dr. Lyon (in the *Proceedings* of the Sixth Session) that we did not meet specific course requirements, and that our transfers were being penalized; and the solution, so far as that speaker was concerned, was to be found in rigid requirements in mathematics and foreign languages. But this view now seems to be outmoded. There is only one case of discrimination against junior college graduates that has come to this writer's attention in the past six years, although there is still a disposition to cut courses to supposed equivalent measurements, or to refuse credit when similar courses are not offered. For most of us probationary days are over; yet none of us would object to a continuation of such a status if recommendations for acceptance are committed to a responsible officer, who will base his recommendations on the actual aptitude of the individual student for advanced work, and not wholly on the average marks he has received. An average grade of "B" may not be a guarantee that the pupil should continue in college.

The senior college, during these past years, has not neglected to give attention to studies at the junior college level. Indeed it may well be said that the junior college movement has had real effective influence on the senior college. Several of these activities within the senior college have been presented to us—reorganization at Wisconsin, at Minnesota, at Chicago. In 1933 the University of Southern California established a new junior college with curricula open to those who have limited time to give to college training, to those

who need, or wish, more guidance in pursuit of the work of the first two years, and to those who do not meet satisfactorily the entrance requirements of the college or of the university, or of transfers who do not meet these requirements.

The theme of the institute at the University of Chicago last summer was, "General Education: Its Nature, Scope, and Essential Elements." Experimental programs were given full attention. Dr. Koos reviewed the trends in the curriculum at the junior college level. There had been a shift in the statement of the purposes expressed, as follows: (1) to prepare for exploration and orientation, 10; (2) to foster broad general education, 9; (3) to prepare for advanced work, 9; (4) to round out general education, 6; (5) to provide for students not going on, 4. Clarification and extension of the stated purposes of a decade before are noted. There is an increased emphasis on orientation, general education, and articulation with the secondary school. There is a rounding out of general education, a horizontal arrangement of courses in the second and third years of college, and provision for students not going on. Dr. R. L. Kelly, in referring to this horizontal trend, says that it closely parallels the rise of the junior college, and there is little doubt that the rapid growth of such institutions has stimulated this type of development. Dr. Kelly also found that 20 per cent of the curriculum organization of senior colleges was on a divisional basis within the years referred to above. Four-year colleges not only are organizing the curriculum on this horizontal basis, but more and more are offering two-year prepro-

fessional courses, semiprofessional courses, and survey and orientation courses. In other words, terminal work in semiprofessional courses is being offered by the four-year college. Junior colleges are in several instances offering terminal curricula in the liberal arts, and incidentally three senior colleges report such offerings. But on the whole, he finds that the junior college is not experimenting so much as the senior college, and the reason assigned is that the junior college fears that such courses would not be allowed credit by senior colleges unless included in their own courses.

To summarize: it seems that the junior college has followed the senior college in making shifts in the entrance requirements, but in enforcement has been somewhat freer in accepting students with delinquencies. Not a single catalogue of a junior college reveals a requirement of any kind of test, aptitude or otherwise, before entrance, or in addition to 15 units as specified. Regional associations uniformly recognize the work of junior colleges, and there has been a decided shift toward recognition of terminal courses, with the proviso, of course, that they must be of collegiate grade. The new policy of the North Central Association, if elsewhere adopted, will further extend the usefulness of the junior college. The East, where preparatory courses are dominant in consideration, may have to await further proof of effectiveness of other types of curricula before adopting many changes. But it should be recalled that the terminal liberal arts curriculum and general education curriculum are strongly stressed, and have uniformly been stressed by a

large group of junior colleges from Washington eastward, with occasional examples elsewhere. The junior colleges themselves still keep the preparatory courses foremost in the offerings, although there has been a decided emphasis placed upon vocational and preprofessional education which may be preparatory. The terminal curricula have been generally adopted without the introduction of as many new courses as might be expected; however, there are several notable exceptions. Semiprofessional courses are on the increase in practically all types of junior colleges. Adult education courses, orientation survey courses, or guidance courses, while definitely noted as being introduced over scattered areas, are yet far from general acceptance or inclusion in the junior college curriculum. It is unfortunate that in too many cases the course offerings

are not in conformity with the stated purposes of the curriculum, yet there is abundant evidence that through clarification of the latter, and further extension of the former, the charge is by no means so serious as it was five or ten years ago. The senior college, because of its position, has been very active in its experiments at the junior college level, and is displaying more encouragement to and co-operation with the junior colleges.

Finally, let us remember that the problems of the curriculum are constant and serious. There must be ceaseless effort to meet changing demands. Change, rather than a static position, will be normal for our unit of education. Investigations must be continued, findings must be weighed, adoptions must be made with caution! Experience will discard the fads and retain the best.

Junior-Senior College Relationships

H. B. WYMAN*

The history and the curricular problems of the junior college have been discussed in your hearing this morning. The fact that the junior college movement originated in the university has given it some favor with these institutions from the beginning. With few exceptions, those junior colleges off the university campuses have had to win their spurs. The system that prevailed in the early stages was largely one of barter. Students wanted the credit; universities wanted the students. In the case of the unusual student, results were fairly satisfactory. It was largely an individual matter and the student required to present his case before the entrance committee found it decidedly advantageous to be gifted in laying the matter before the bar of university justice.

The junior college has followed a path similar to that of the high school in this matter of recognition by the four-year institutions. The steps were, first, the worth of the individual student; second, accreditation by the state university; third, regional accrediting agencies. The policy of the state university has been, and is today, often the deciding factor in accepting or rejecting a student's credits. A student, seeking transfer, will frequently have his credits sent to his own state university for evaluation, if the institution from which

he comes has no standing with the accrediting agencies.

The regional accrediting agencies have been a distinct advance over the state universities. These have made possible the exchange of students on a uniform basis. If the junior college is a member of a strong accrediting agency, its students have little difficulty in transferring to institutions belonging to other agencies. As an indication of how widespread this practice of transferring students may be, Phoenix Junior College transferred, during the summer of 1934, 200 students to 48 different colleges and universities located in 19 states. Among the properly accredited junior colleges there is no longer any serious problem of transfer.

So much for the past. The present and the future relationships between junior and senior colleges constitute our major concern. To do this effectively, consideration of the functions of the junior colleges is required. In the opinion of the writer, junior college education is secondary in nature—higher education, in the usual sense of the word, but none the less secondary. Secondary, in the sense that it follows elementary, or "primary" education, which gives the fundamental skills and some measure of the race heritage.

Secondary education properly precedes the highly specialized education of the technical school and the upper ranges of the university. If the student should cease

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his formal education at the junior college level, this work is still secondary in that it lays the foundation for his life as a member of his community. While the junior college rounds out the general cultural education of the student, he may still look to the university for two or more years of specialized work.

The nature of the work in terminal courses need only be mentioned. Some programs are broadening in nature, designed to make the students at home in the modern world. This was at one time the job of the high school. The complexity of modern life makes the high school of today as inadequate for this purpose as was the elementary school of three decades ago. Other programs of the terminal sort look toward the various vocations: secretarial or business careers, office assistantships, accounting, positions as technicians of various sorts, homemaking. The junior college is in truth the "people's college." It has raised a lower-division university in the midst of the people where it can and must do a better job than the universities have done.

Among the many functions rightly assigned to the junior college, one more will be considered, namely, that of offering the more specialized curricula such as engineering and the preprofessional courses. The junior college will find it necessary to perform this function so long as such courses are offered in the universities. The advantages afforded the student in a strong local junior college in pursuing his studies for the first two years are too well known to warrant comment at this point.

Each of these functions calls for

a somewhat different relationship with the senior college and the university. Let us consider first the case for the specialized curricula where certain areas of work are mandatory as prerequisites of work to follow in the professional school.

Attempts at exact duplication of university courses is neither necessary, practical, nor to be expected. We still have too much faith in subject-matter to be learned and too little confidence and vision to provide vital and far-reaching experiences in the various areas of human endeavor. When every vital experience is shown by our teaching to be intimately related to multitudes of other experiences, so much concern about specific courses need not be felt. However, we must expect a close paralleling of the work of the junior college with the lower division of the university. Considerable leeway is now being granted, and it is conceded that much more might be used to advantage. As a case in point, economic geography, which is certainly a valuable course to anyone concerned with an understanding of modern life, is not accepted as an elective in many liberal arts colleges. There seems to be no justification for this save tradition.

Things are happening, however, in the field of liberal arts and the preprofessional courses. The Secretary of the American Association of Medical Colleges recently protested to the writer the use of the term premedical as applied to the curriculum looking toward the medical college. He contended, and rightly so, that the student was not to have premedical chemistry, biology, and German, but chemistry, biology, and German. What he

might better have said was that the student should have all of his subjects taught as vital bodies of knowledge with implications extending into every phase of human experience. Therefore, while agreeing in full with the principle, it must be conceded that there are certain administrative and guidance values in knowing whither the student is bound. The curricular classification aids in this respect.

One of the most marked changes that is taking place today is the attitude toward foreign languages. Some day, perhaps, we shall require foreign language where foreign language makes some rather definite contribution and yet be willing to accept it at all times as adding to the student's understanding of social and economic relationships.

The writer also expects to see the first two years of the engineering curriculum replaced by a more liberal type of education in the lower division. This will retain the mathematics, mechanical drawing, physics, and some of the other work now offered in the first years, while adding more English, economics, and sciences, now barred from the lower-division engineering curricula of the student. For the beginning engineering student to carry some 18 to 19 hours of the most difficult work, as compared with the normal load of 16 to 17 hours for students in other fields, is not warranted. If given this broader foundation in the lower division, the engineering schools will provide the three- to four-year program of specialization. This, in all probability, would make better engineers than the present system could hope to produce. Similar changes are taking place in colleges of education.

In the terminal curricula, the junior college enjoys its greatest measure of autonomy. Some of these courses supply the local needs of the community: agriculture in agricultural areas, business and secretarial in commercial centers, citriculture in the citrus regions. Homemaking, social service, and courses designed to give better understanding of economic needs are required in all localities. Since most of the young people in these curricula have no plans for a university education, the four-year schools have shown little interest in the type of work given. The program of the general college, as reported in Dean MacLean's paper of a year ago, is a noteworthy exception to the usual university attitude toward this function of the junior college.¹ Los Angeles Junior College, with its terminal and semiprofessional courses, is a fine example of what a junior college in a metropolitan area can do along this line. The techniques of curriculum building in use there are of interest to every junior college administrator.

Our immediate concern is with what happens to these students in case they wish to transfer to a four-year institution. In general, the traditional subjects now recognized as belonging in a certain curriculum would be accepted; all others would be discarded. There is a better way, as will be pointed out later.

In addition to the terminal and preprofessional students there is that large body of young people definitely working toward the senior college and university level.

¹ Malcolm S. MacLean, "Reorganization at the University of Minnesota," *Junior College Journal* (May 1934), IV, 441-49.

They are now given about the same work that they would receive in any four-year institution. The larger junior college takes justifiable pride in being able to send the student to any institution of his choice. When he has finished the prescribed curriculum he is graduated and passed on to the college and university on the strength of his courses and credit hours. The weakness of this plan of promotion is recognized in many quarters, yet it is still the prevailing practice. Many four-year institutions hold rigidly to the number of hours which they grant to the junior college transfer, while others are quite liberal in their practice.

The custom of many institutions of allowing no upper-division credit for any work taken in junior colleges raises the question as to what is so sacred about the more or less chance placement of courses. Certainly one would have difficulty in justifying such a policy save on the grounds that the junior college lacks the facilities for offering such a course or, the more likely one, that the junior college is a two-year institution to which has been granted the privilege of giving the work just as it is given by the senior institution. This would tend to keep the junior college in its proper place.

One illustration will serve to show the unfortunate nature of this condition. The student who enters with two years of a given foreign language, we shall say French, begins his college work at the second-year level. In order to give him the amount of French required by the liberal arts and other colleges, it is necessary to give the third year of French, or to leave the student with no foreign language until his junior

year. The latter course means, usually, that he has two years of language in the freshman and sophomore years of the high school, one year as a freshman in the junior college, and his final year in the university. While the evidence favors spaced learning, anybody knows that this is too much space and too little learning. The other alternative is for the junior college to offer the third year of foreign language to properly provide for these students. While the proper number of years' credit is given for this work, many colleges insist that it must be lower-division credit. Such cases are exceptions to the general rule and as such should be recognized by the university. The following excerpt from a letter written by the president of a great American university sums up the case in a splendid manner.

I see no reason why a properly prepared teacher in a junior college, with available students, should not invade this advanced field. On the whole, though, I think that it is better for the junior college to hold to its limitations rather than to seek extension upward. As I see it, the four-year college is on its way out, and the junior college must be careful not to project itself into a situation which is already being changed in many material ways.

Stanford University was one of the first institutions to recognize the need for the junior college and has been considerate and sympathetic in its policy of accepting such work at its face value, wherever this course may be taught in the university. If comparable to its own work it has mattered but little to Stanford.

The University of Chicago, the

other parent of the junior college movement, has also maintained a very liberal attitude on this question. In a letter under date of January 24, 1935, Dean C. S. Boucher makes the following illuminating statement:

As far as getting universities to give senior college credit for work done in an independent junior college is concerned, I doubt whether many of them will be liberal minded enough to do so. Our attitude here is that each student should at entrance, regardless of whether he enters as a freshman, or as a senior, or as a graduate student, be placed in each subject he wishes to pursue at the level for which he has adequate preparation, and we do not worry about where or how he acquired the necessary prerequisite training. I mean by this that, if a freshman at entrance is prepared for graduate work in French, we will place him in a course at that level solely on the basis of his demonstrated achievement and capacity, regardless of where or how he secured the training necessary for such a course. In other words, we are anxious to have each student placed in each subject so that he will be challenged to the utmost of his capacity and we do not force students to go through deadly repetition or unnecessary review simply in order to accumulate supposedly necessary prerequisite course credits.

It is interesting to note the attitude of both the junior colleges and the universities on this point. In the course of preparing this paper the writer has had the advantage of letters from the presidents of sixteen major American universities and eighteen prominent junior college administrators, scattered throughout the United States. In general the universities view with some concern any tendency of the

junior colleges to offer work now being given in the upper division. Then in most cases there was expressed a feeling that exceptions might be made. It is significant that junior college administrators feel much the same way about the matter. These men share the writer's view that there is a tremendous field now occupied by the junior college. There is ample room for growth, but this development should be in the direction of a broader, richer, and more vital program for young men and women of junior college age, rather than any general tendency to dilute the efforts of the institution by attempting a four-year college or university program. The fact that the junior college administrators feel as they do is a sign that the institution has come to believe in itself and to evolve a philosophy and program befitting its privileges and responsibilities. Many a struggling four-year college would do well to see the possibilities of the adequate junior college which it might become.²

² The following excerpt from a recent letter from Dr. A. J. Klein, of Ohio State University, gives a challenging view of this problem. Its difficulties as well as its possibilities are suggested here: "I believe that the logical and practical processes of junior college development should be a very uneven extension of the high school upward, the extension being determined by the facilities and resources available to the high school for the purpose. I would not place any limit on the degree of this extension upward, except that if extension upward is interpreted in terms of the conventional four-year college course or the work given in the four-year colleges and the peculiar terminal, general education, vocational and social opportunities of the junior college or beyond high-school level are neglected, I would condemn extensions upward that are so ambitious and expensive as to bring about this result."

Of all the problems of junior-senior college relationships that crowd upon us, the limitations of this paper permit of a consideration of but one major problem, that of the transfer of students. The present practices leave much to be desired. Obviously, the credit-hour-course system is antiquated and unfortunate. It is time we were evolving more significant indications of the student's ability to do work on the upper division or university level. In the opinion of the writer, the answer lies in a system of comprehensive examinations, better, it is to be hoped, than any that has yet been devised. Such examination can now be prepared that will show beyond reasonable doubt the student's fitness or unfitness to do university work. Furthermore, most junior colleges are small and can have an adequate knowledge of the student which may be gained through personal contacts with the faculty. There is no gainsaying that the judgment of the mature individual, after rather careful association with the student, is worth more than any other single measure in deciding the question of his fitness for further formal educational opportunities. The examinations referred to should go beyond testing for the memorization of facts and require that the student have a well-rounded functioning body of knowledge which the junior college is capable of giving. Recommendation to the senior colleges should then be made in the light of all of the data available to the junior college. Such a spectacle as a keen-minded adult, with two successful years of college to his credit, being barred from taking a degree in the university because of the lack of a high-

school diploma, could not occur. The writer knows of one instance where an outstanding candidate for the degree of Doctor of Philosophy was cautioned not to disclose to the committee that he had never held a high-school diploma, despite the fact that this man has been a successful high-school administrator for a number of years.

By way of summary, the writer has attempted to point out that the relationships between the junior and senior colleges have improved steadily throughout the life of the junior institution. In the writer's own state, the relationships between the two types of institutions are most gratifying. In our transfer of students over a wide area the problem of acceptance of credits rarely, if ever, occurs. When such a problem does arise it hinges around some situation which would militate against the student just as much if he wished to transfer from one college to another on the same campus.

The junior college must have confidence in its own program and feel that it has a career of service peculiarly its own. The future holds many opportunities for the junior college, which are now little more than a dream. Education is moving in the direction of a program that provides the student with real experiences. We are ceasing to find any merit in subject-matter and credits as such. When we place our emphasis upon genuine changes in the life and thinking of the student, there is an increasing confidence in the ability of the junior college to determine the capability of its students, and the universities will be disposed to show an increasingly considerate attitude in accepting

junior college transfers. The acid test is, what can the student do? Granting that the student is not an unchanging type of being, and that some will change for the better, and a few for the worse, certainly within the limits of our present facilities for predicting, we shall be able to say to the senior colleges and universities, "this student is prepared."

In closing, your attention is directed to a very constructive step in promoting a full measure of understanding among the junior and senior institutions of California. As an outcome of the California survey of higher education conducted in 1932 by the Carnegie Foundation for the Advancement of Teaching, a State Council on Educational Planning and Co-ordination was established. The State Superintendent of Public Instruction and the president of the state university are ex-officio members of the Council. The law provides that five of the remaining seven members must have no connection with the school system. Such a board can do much to eliminate waste and duplication in higher education while promoting a clearer conception of the whole problem that faces such institutions. The Junior College Conference Committee, a purely advisory group consisting of seven junior college administrators and a like number chosen by the president from the faculty of the state university, renders splendid service in discussing jointly all problems arising from relationships between the University and the junior colleges. Arizona has a more informal group consisting of the presidents and deans of the three state institutions and the two junior colleges. This group meets with the State

Superintendent of Public Instruction to work out the solution of problems arising in the higher educational programs of the state.

No doubt somewhat similar plans should prevail in other states. These groups, meeting together to discuss common problems, can be most fruitful means of improving junior-senior college relationships. They can do more than devise constructive and reliable bases for transferring students, they can plan an educational program that will pay untold dividends to the individual and to society.

As one delves into the problem of junior-senior college relationships he is impressed with their number and magnitude. Problems of guidance while in junior college and after entering the university are of primary importance and, as yet, all but untouched. Co-operation in research is another matter that merits the consideration of these two types of institutions. We are to be congratulated in having the example of Dr. W. W. Carpenter, Dr. W. C. Eells, and others, who are pointing the way to better things through their interest in the junior college movement.

Another area in which the two types of institutions should be co-operating is in a program of adult education. Undoubtedly this is one of the most fruitful fields for the junior college: the college of the people. The extension department of the university should find its strongest ally in the junior college. Its buildings, its staff and other facilities can be of immeasurable service in furthering an adult education program that will in a more adequate manner meet the needs of a constantly changing social order.

Selection of Students for Terminal Courses

ALFRED M. POTTS II*

"How may students be selected for terminal courses in junior colleges?" is one of the most important of the many vital questions awaiting answer in our institutions today.

Is the public junior college to become in every sense a "feeder" for the junior year of four-year colleges? Is it to become a terminal public "finishing" school for the masses of our population? Is it to become a vocational school for business and the so-called "semi-professions"? Or are we to make this an institution which will actually meet the various needs of communities where established? If we are to do the latter we must without further delay determine more accurate methods of guiding each student into the course of study where he has a reasonable assurance of doing successful work in adult life and has also a reasonable assurance of finding happiness.

Unless we propose to defeat the purpose of the public junior college it is essential that we find a means to determine which type of training is to be offered the junior college student. In our state, practice has generally proved that when a student selects his own course of study he is guided by the desire that, some day, he will have the opportunity to attend a four-year college.

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Therefore he wishes to make certain there will be no difficulty or waste of credits when, and if, he makes a transfer.

One of the greatest services the public junior college can offer is an intelligent understanding of the active part which each student, as an adult, must be able to take in the social pattern of his country and his community. It is wrong to permit a student to utilize his period of preparation for life by preparing for advanced academic study when that student should be preparing for active participation in life itself.

Where are we to secure the data to enable us as administrators and researchers to determine who should be guided intelligently into one curriculum—one course in life—or another? How shall we determine who possess the capabilities to permit success with, and after, advanced studies?

Much effort, serious and earnest thought, and work has already been and is now being provided for the development of curricula for the terminal student. They are properly being called "a curriculum for civic consciousness," "a general cultural curriculum," "a curriculum for social intelligence," "semiprofessional curricula."

I believe sufficient initiative has already been inserted into the development of these curricula to bring forth a forceful program for terminal students. It will remain for each junior college which can-

not actively participate in the research to adopt, adapt, and properly adjust the material to its community or section needs. We can hope that each college may do this unhampered by established tradition or by administrative handicaps. And we can hope further that these curricula will actually teach students how to think, and imbue in them an understanding of the importance of ability to do individual thinking through their mature lives.

However important the selection of method and material may be, all this magnificent work may not be used to the greatest or to proper advantage if we do not go farther into the problem of intelligently guiding each student into the training for which he is by natural characteristics and personality best fitted.

In general then we are confronted with this problem: We have students for a limited period; we cannot, as the four-year college may do, offer a basic training for two years and then give two more years to specialized training. We do not have the opportunity to observe the student for two years before he is to be guided into his specialized study.

In the junior college, to give maximum benefit in a course limited by time, the student must make his choice of a curriculum when he enters the college or shortly thereafter. Economic uncertainty of the future, lack of knowledge of the working world, and often the hope that some day a four-year college may be his luck, all help many students to get into the wrong classrooms.

If the student has not made an intelligent choice of study when he

comes to the junior college we must be in a position to guide him to where he belongs, else our duty as educators is not being entirely fulfilled.

The title of this discussion, "Selection of Students for Terminal Courses," seems to place the responsibility and the burden of the problem directly on the junior college. From my limited direct observation in the East and Middle West I believe the trend in attempts to meet the problem is definitely toward the assumption of the responsibility by the colleges.

In New Jersey, the first major co-operative study made by the State Association of Junior College Deans was a guidance program. And the portion of this first study which secured the greatest amount of attention was the procedure for securing a complete picture of each individual before the time for his matriculation. These data are used by deans, counselors, and faculty advisers in admitting the student and, more important, in placing the student in the course of study which seems to offer the best possibilities for future returns.

The information assembled consists in general of: "(1) facts regarding student's family, (2) facts regarding student's home situation, (3) facts regarding student's occupational duties outside of the college, and (4) facts regarding the relationship of the student and the college."¹ These facts are assembled by means of a student questionnaire.

Before matriculation the American Council Psychological Exami-

¹ *Junior Colleges in New Jersey Supported by the Emergency Relief Administration* (a general bulletin), 1934-35, p. 26.

nation and the Purdue Placement Test in English are administered to each student. These tests secure for us information to be used in the program which assists in placing students—in a particular course of study, in determining student load, in helping students choose their subjects, in advising students concerning their going on in further college work, in counseling students concerning vocations, in dismissing students, and in sectioning classes by ability to achieve.

The first stage of our present personal guidance program has then as its objective a hasty education of a prospective student based upon information furnished by the individual and interpreted in personal terms by a more or less experienced adviser who in the various colleges is either the dean of men, the dean of women, an admissions committee, or a faculty adviser. We attempt to actually make

these early interviews educational rather than indoctrinational in nature.

Many important questions arise then from the problem of selecting students for terminal courses of study. The entire situation of developing terminal courses has a very direct bearing upon the question of entering students into those courses. Only three questions are listed here to guide our open discussion: (1) Shall the decision of entering a terminal curriculum be left entirely to the student? (2) Shall the student be given the benefit of some guidance when matriculating? (3) Shall a first semester or first-year basic course program be offered to all terminal students so they may have more time to become oriented? I would have you bear in mind that these introductory remarks are based on the very limited experience of New Jersey's less than two-year-old public junior colleges.

Emergency Junior Colleges

WALTER J. GREENLEAF*

Several states have recognized the need of providing education and particularly higher education for the graduates of high schools who are unable to find employment and who, because of limited finances, are unable to attend college. At the same time they recognize the need of putting to work those teachers and professors who are in the ranks of the unemployed. These efforts have developed into provisional junior college centers with several thousand students enrolled. College credit is offered and transfers accepted from these junior colleges to certain co-operating universities. Just how permanent these institutions will become, how they will be supported, and what they will turn out to be after the emergency is problematical. Perhaps they will simply cease to exist although without doubt there will be sponsors for them if present appropriations and facilities should be withdrawn.

Generally speaking, these emergency junior colleges are makeshift institutions occupying high-school buildings or donated rooms in off-hours—that is, in the late afternoon or evening hours. They have the use of the facilities of the schools such as libraries, cafeterias, desks, etc. The teachers are selected from unemployed instructors and professors who must show need as well as

ability. Standards for the selection of these instructors are rather high; often the requirement is that the teacher shall have a Bachelor's degree and some graduate work. The teachers are paid through the State Emergency Relief Administration agencies at rates varying around \$15 per week. This emergency junior college movement is not general but localized in a few states.

In Michigan 100 freshman colleges have been established, with enrollments of over six thousand students. The aim is to take educational opportunity on a college level to the thousands of high-school graduates throughout Michigan whose financial background is so limited that it is impossible for them to attend resident collegiate institutions. The state is divided into seven zones and the freshman colleges are supervised according to zone by seven institutions—University of Michigan, Wayne University, Michigan State College, and four state teachers colleges.

Needs of the local students and facilities available determine the scope of the programs. Entrance requirements are those of liberal arts colleges as now prevailing in the sponsoring institutions. Few freshman colleges are organized in cities where private or public junior colleges are located.

The superintendent of schools takes the initiative in organizing a new local center when forty or more qualified students desire freshman

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college work. Students must be financially unable to attend college in residence, and instructors are recruited from lists of persons qualified on the basis of need and of educational qualifications; the basic rate of pay is \$15 per week.

The subjects taught generally correspond to those offered to freshman students — English, French, Spanish, German, history, geography, mathematics, political science, chemistry, zoölogy, geology, and mechanical drawing, together with noncredit courses which include economics, journalism, art, dramatics, music, current literature, speech, designing, accounting, and sociology. The usual length of freshman college work is 34 weeks, and the colleges are to close in June.

In Michigan it is felt that benefits which arise from these newly created units include interesting many people in the remote parts of the state in the higher educational institutions of the state, and the educating of the professors of these institutions in situations in the outlying portions of Michigan. The curriculum provided is intended to meet the needs of the persons enrolled, especially as they concern citizenship, health, morale, and a keen awareness of the political, economic, and social condition of the world today. The future of the whole movement is unknown. Early in the discussion of these units the local college presidents, particularly in the denominational colleges, were skeptical. Of late, however, the college people recognize that the sophomore classes of 1935 will have twice the usual number of students from which to draw. The University of Michigan is already preparing for these transfers by planning

the erection of barracks on the campus to accommodate these recruits at the rate of \$12 per month for board and room and not over \$250 for all expenses.

In Ohio "emergency junior college centers" have been established within the year in thirty cities and towns with over one thousand students in attendance. These students are about nineteen (median) years old and are taking work which is on a par with the average freshman work offered in standard liberal arts colleges. The instructors are college graduates with one year of graduate work to their credit. Several Ohio colleges are co-operating with these emergency junior college centers by furnishing syllabi, examinations, and other aid, and agreeing to accept with full credit the work of students successfully completing the emergency college courses.

To establish such a unit the superintendent of schools at a center must make formal application and receive the approval of several bodies. Regulations set up by the Emergency Schools Administration must be followed, and the Board of Education agrees to furnish light, heat, and janitor service if the application is granted.

Another Ohio movement is the Emergency Junior Radio College which was set up in January, 1934, at the Ohio State University as a part of the Ohio emergency schools program. Courses of instruction of college grade or level are given by members of the university faculty and broadcasts may be received at nearly every point in Ohio during daylight hours. Radio students make out registration cards and final examinations are offered to those that desire them. Few text-

books are used and mimeographed lesson material is distributed free on request. County radio teachers, provided in many counties, organize local classes for discussion groups. This winter the following courses are offered on regular schedules—psychology, home-making, French, English, philosophy, education, art appreciation, and engineering. A year ago there were 1,737 enrollments; two-thirds were high-school graduates, and 55 passed the course requirements at the end of the first quarter.

In New Jersey the emergency colleges are for the most part county junior colleges. There are six centers located in Morristown, Newark, Perth Amboy, Paterson, Roselle, and Long Branch. As a rule the senior high school building in each of these cities is made available after hours, say from 4:00 to 9:00 P.M. The facilities of these buildings are used in the late afternoon and evening for the junior college students; at Morristown the school library is used, the school cafeteria provides hot supper at night, and the Y.M.-C.A. and Y.W.C.A. co-operate in the physical education program. No tuition is charged; out of 246 students, 107 intend to transfer to resident colleges. At Long Branch the class method used is chiefly one of discussion and socialized recitations; the lecture method is used only inci-

dentally. There are two phases of work—the liberal arts phase which leads toward the Bachelor degree, and the associate in arts division which is terminal for immediate life needs.

Connecticut is experimenting with a new system of "federal colleges," several of which were established during the autumn of 1934. Each of several communities, including New Haven, Hartford, Meriden, Bristol, Winsted, and Farmington, have adopted temporary policies to fit local situations. From these experiments it is expected that patterns will emerge for the extension of the system to other parts of the state. The college at New Haven is the largest of the group and the best equipped. Forty rooms available through the Y.M.-C.A., Y.W.C.A., and Yale University provide quarters for over seven hundred students, and fifty instructors are employed. Opportunity is given to depart from some of the traditions of the older universities.

Other colleges carry on in their own ways for their local constituents, some holding to the traditional methods and others to the "progressive." The combined enrollments of these about equal that of the New Haven College. If these colleges continue, extension of the system to other cities may be possible.

Junior College: Dependent or Independent?

GEORGE F. ZOOK*

I know of no aspiration on the part of individuals or groups of individuals, as represented in our social institutions including schools and colleges, more deep seated than the desire for liberty. It is human nature to want to be free from limitations and restrictions on one's thoughts and actions. Such a philosophy provides the mainspring for much of our energy. Occasionally in attempting to attain liberty of action, however, we forget that we may be trespassing on the preserves of others. Too seldom, indeed, we remember that as a matter of fact the status of dependent satellites on the one hand and splendid isolation on the other is likely to be equally intolerable. After all, civilization rests on neither of these two principles but rather on a third and higher principle of interdependence.

This statement applies equally to individuals, business corporations, and to schools and colleges. The history of every unit in education, whether it be the professional school, the college, or the secondary school, is substantially the same. There is, one after the other, a deep-seated appreciation of the function and possibilities, for example, of engineering education, the liberal arts college, the senior high school, and so on down the long list. The cohorts of each group, with honest purpose and a deep sense of responsibility, go to work ardently

to create conditions favorable to the highest possible development of the form of education in which they respectively are interested. In this process each establishes the best possible physical facilities and secures the greatest possible financial support and the most promising teachers. In line with self-interest and public responsibility it is only natural for each educational unit to identify carefully the kind of students, including the character of their preparation, who are most likely to succeed. Here is where one educational unit with the best of intentions trespasses on the preserves of others. This is the reason for the eternal question relative to dependence or independence raised by each unit in the educational ladder against all others, particularly those which occupy preferred positions higher up.

The case for independence is always very strong—stronger today than at any time in the past. The figures show conclusively that only about 49.7 per cent of those who enter the secondary schools remain through to graduation and only 15.6 per cent of them enter institutions of higher education. Naturally, the first obligation of the secondary schools is to the greater number who do not go on to college. The recent figures collected by Professor Eells show that one out of every two students enrolling during the first year of junior college does not remain for the second year. The per-

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centage of those enrolling in the first year who later enter college or university is considerably smaller, just as is the case with the high school. The junior college owes its first obligation to the greater number of students who complete their education in the junior college itself. Furthermore, the junior college has a number of functions which involve a greater emphasis on completion types of education. The investigation into engineering education completed some years ago indicated clearly that for every engineer needed in modern industrial life three persons with semiprofessional preparation were desirable. The same situation is true in many other areas of technical and professional education. Moreover, as was shown in the recent report on higher education in California, there is a great responsibility resting on the junior colleges to complete the formal education of the great mass of citizens wherever junior college facilities are generally available. In carrying out this responsibility junior colleges cannot sacrifice the welfare of the larger number who do not continue their education to the interests of those who do.

Moreover, we have learned in recent years better than was appreciated earlier that the prescription of specified studies as preparation for the work of a later educational unit does not hold out definite assurance of success. If a choice must be made between the two, native ability, the previous school record, and personal qualities are to be preferred. Hence, it behooves each educational unit accepting students from the one below to place appropriate emphasis on other factors than specific preparation. When

this is done each unit will inevitably be accorded greater liberty in dealing with the students entrusted to its care.

I believe that the junior colleges are now well on their way to securing as much independence as they need. I realize that individual colleges still cling to the old order but the tide seems to me to be slowly but certainly turning toward the progressive policy. The North Central Association, for example, has thrown overboard the whole matter of entrance units and has stated boldly that

The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve. . . . In its accrediting procedures the Association intends . . . to observe such principles as will preserve whatever desirable individual qualities member institutions may have. . . . Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others. . . . Uniformity in every detail of institutional policies and practices is believed to be not only unnecessary, but undesirable.

I do not care to parade at any length the possible evils of too great independence of action for junior colleges. On the other hand, I do not believe that they are entirely imaginary. Professor Koos did us all a great service some years ago when he showed how much the student lost in repeated work in transferring from the secondary school to the independent college, whether publicly or privately controlled. Up to date the junior colleges, which alone have it in their power to do so, have not corrected

that sin. Ninety per cent of them operate as independently of the high schools below them as do the usual four-year institutions.

Moreover, there is among the overwhelming number of small junior colleges a terrific waste. Small units at any level in education, including the junior college, are seldom justifiable, yet, as everyone knows, the small junior college is the rule throughout the country. The public and education generally are paying a price for this independence of the junior college which the latter has no right to expect.

You will understand from this discussion that I have no great enthusiasm in crying either for the independence or the dependence of the junior college. It may seem like a far cry at first but I want to tell you of a personal experience. Last summer I spent several days in a land across the Atlantic which for six centuries had been in a dependent position to the ancient Hapsburg monarchy. During all those centuries that fair territory was drained of soldiers and supplies year after year to meet the whims of a government not of their own choosing. Surely these people have been through all the bitter experiences which dependence on outside authority could possibly bring to them.

Hence, when at last the hour of liberation dawned they seized their longed-for independence with great zeal. Also, with remarkable intelligence, they established a stable government which amid the stormy seas of European politics has gone steadily forward. Independence seemed precious indeed. They set out to add economic independence to political independence. Higher

and higher they raised the entrance requirements for the goods produced in other lands until they built a tariff wall around themselves so high that it is difficult to see over it. When occasionally they survey what has happened in the other pieces into which the Hapsburg possessions have been broken up, they see that the same process has been going on there and indeed all over Europe. In the furious struggle for economic independence the political independence for which the people of each land sacrificed everything has become a mockery. Trade has dwindled away and the products of one community cannot be exchanged for those of another, no matter how much they are needed and wanted, because someone has drawn an arbitrary line and set up high entrance requirements. Widespread poverty and disillusionment are the bitter results of an overemphasis on the spirit of independence. Few there are in central Europe today, I am convinced, who do not realize that neither dependence nor independence offers great hope and that they must somehow turn to the principle of interdependence before happiness and good fortune can smile upon those distressed countries.

So it is in the realm of education. I believe that that four-year college or that junior college which seeks to save its life by establishing itself in an independent and impregnable position will not only lose it but will, as in the case of the European countries, drag down its neighbors and associates in education in common ruin. Rugged individualism in all phases of life is highly desirable but in education as in international relations or in private business it

needs to be intelligent or it will overreach itself.

I prefer, therefore, to champion the principle of interdependence. After all, it seems to me that each unit in education, whether it be professional school, junior high school, or junior college, should regard itself and be looked upon by all others as members of a great family where the interests of each are the common concern of all. In such a relationship each member of the educational family has both rights and responsibilities. Each is entitled to respect, but each has obligations to those which operate on the levels both above and below them.

I believe, therefore, that any educational unit, whether it be the junior high school, the senior school, or the college, which sends students on to another educational unit for further education is under the deepest obligations to supply the second educational unit with all possible information relative to the record, capacities, interests, and characteristics of each individual student. Furthermore, such an educational unit may reasonably be expected to have explored the mind and interests of individual students so that with appropriate guidance each may have pursued a concerted course of study rather than a loose collection of unrelated subjects. In other words, each institution is entitled to expect that the school or college in which the student was previously enrolled has served him well.

This consideration leads me to raise the question as to whether there is not a deep moral obligation, not only to students but also to the institution in which they later en-

roll, on the part of those responsible for the development of each level or segment of education to organize that division into sufficiently large units so that students will not be subjected to the misdirection and maladjustment now resulting alike from impoverished and uninspiring one-room country schools, high schools, and junior colleges. Today it is said that 70 per cent of the young people of high-school age are actually enrolled in high school. There is an economic urge as never before for them to continue their education through the junior college. Yet somehow we hold fast to outworn, uneconomic units in education which properly subject us to the severe criticism not only of the higher units in education but even of the great body of citizens who often deeply suspect that something is wrong. Yes, each unit in education, including the junior college, has a deep obligation to improve the quality of its performance.

There can, of course, be no spirit of interdependence in the educational system except by the common consent of all parties concerned. Hence, the obligations of the unit in education to the lower unit from which it accepts students are no less deep and definite than is true of the reverse. Here, too, there is a responsibility for an organization, facilities, and teaching force which will lead to the greatest development of the individual student. Only in such a way does the higher educational unit merit the confidence and goodwill of the lower one. The spirit of the elder brother should pervade all the relations of a junior college to the high school below. They are, after all, engaged in a great co-operative enterprise where the interests

of each are plainly the concern of all.

The best way to forget all troubles real and imaginary and to cultivate the spirit of interdependence is to work with your contemporaries and associates on a common problem. There are many such problems facing the junior colleges today. Last year the federal government, through the FERA, launched a great movement in adult education which ultimately enrolled nearly a million persons. The government's action found school administrators, including the executives of junior colleges, almost totally unprepared to undertake the direction of this program. Yet out of this hasty action has come a demonstration of the possibilities of and the need for adult education which I trust will impose permanently on school and college executives everywhere a sense of responsibility for doing their part in the further education of adult men and women.

In your town, or in your area, you may be offering the highest form of education available. In any case you are looked to for local leadership in education. The adult education situation today presents an opportunity and an obligation to the junior colleges to co-operate with other units in the educational system.

Then, there is the youth problem. What a terribly serious problem it is becoming! State and federal laws and regulations combine to reduce the employment of young people under eighteen. Older people hold on to their jobs grimly against the youngsters. Ten years ago, for example, 16 per cent of the employees in the railroad industry were under twenty-five years of age. Today they

comprise less than 3 per cent. They cannot find work. Therefore, they join the wandering itinerants or, worse, they are tempted into various forms of crime. Last year a study revealed that 47.5 per cent of the transients, or nearly half of them, were young people under twenty-five years of age. A few days ago a dry government bulletin told us that 37.5 per cent of the crimes reported in this country are committed by young people twenty-four years of age and under, and that more crimes are committed by nineteen-year-old young men than by any other age group. The records disclosed, indeed, "a rapid increase in the number of individuals arrested from ages fifteen to nineteen."

My friends, these young people are the same age as the students who are now enrolled in your institutions. They are, indeed, their former friends and playmates. Most of them left school because education was no longer accessible to them or because it has not yet adapted itself to the varying interests of the out-of-school group. I believe that it is our solemn obligation to see what we can do to help these young people who are now in the CCC camps or roaming the streets. The situation brings home to us, as nothing that I know of, the fact that we are all members of a common family and that whatever harm comes to any great group of young people will bring grief to all of us. We ought, therefore, in co-operation with the schools on the one hand and the four-year colleges on the other to recognize the interdependence of our interests and obligations in the solution of our great national youth problem.

Adult Education in California Junior Colleges

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According to the 1935 Junior College Directory the state of California has 57 junior colleges—one is almost tempted to say (following the phrase of a certain nationally advertised brand of pickles), 57 varieties of junior colleges, particularly when an effort is made to study and report upon their varied work in the rapidly expanding field of adult education. They may, however, be grouped in three general classes of institutions, approximately equal in number, although varying widely in enrollment and influence.

There are 19 privately controlled institutions, 21 public ones operated as departments of the local high schools, and 17 additional public ones of the independent district type. Of over 36,000 students enrolled in these institutions last year, however, only 4 per cent were found in the privately controlled institutions, and 15 per cent in those of the high-school departmental type, while no less than 81 per cent were enrolled in the district junior colleges.

A month ago I sent a letter and information blank to each of these institutions, asking various questions concerning their adult-education programs, policies, and aspirations—for presentation at this meeting of the American Association of Junior Colleges. Replies were re-

ceived from 37, including all but one of the strong district type of colleges. It may be assumed, probably, that the smaller institutions from whom no replies were received have little if anything to report in the line of adult education.

PRIVATELY CONTROLLED COLLEGES

Replies were received from 9 of the 19 privately controlled junior colleges, but only 3 of these reported any work in adult education. Some said that the need was adequately met by publicly supported institutions in their communities.

Armstrong Junior College reports 370 adults enrolled in its courses, the work being prevailingly of a commercial type, training men and women for business pursuits. An expansion and refinement of certain objective training in this field is planned for the near future.

Beulah College, a denominational institution under the auspices of the Brothers in Christ, has had three classes for adults last year and this year, with enrollments of 30 to 35.

Southern California Junior College, an Adventist institution, is just inaugurating work in adult education. This year they have one adult class of about 25 members about equally divided between men and women. Members of the class take the regular college examinations and receive credit if they do a sufficiently high grade of work. The president states that they anticipate doing considerably more

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along this line next year. All the remainder of this paper will deal with the situation in the publicly controlled junior colleges of the state.

PUBLIC JUNIOR COLLEGES

Replies were received from 12 of the 21 high-school departmental junior colleges, of which 5, Bakersfield, Citrus, Coalinga, Salinas, and Taft, reported definite adult work in connection with their junior college organization, and 2 more, Reedley and San Benito County, stated that plans were being formed for its inauguration in the near future.

Replies were received from 16 of the 17 district junior colleges. In all but 5 of these, more or less extensive adult work was reported. In 3 of the 5 not reporting it (Glendale, Sacramento, and San Mateo) adult classes were an important feature until discontinued on account of the depression—poor economy in my judgment as well as in that of some of the administrators concerned. Thus the head of the Glendale Junior College wrote:

It was a big mistake to discontinue these classes on the college level. There is a great need in the community for this kind of work and we are hoping to develop adult education on the junior college level. At the present time the evening high school is doing this work but there are many people in every community who like to take this work on a higher level than that which is given in the ordinary evening high school. There is no question but that this community would be a wonderful place for this type of work. It would undoubtedly develop a finer academic atmosphere. I am looking forward to having a fine program, particularly when we get new buildings and have more facilities.

Modesto had an extensive adult-education program a few years ago, not only on the campus but in surrounding towns in the region tributary to the college, but it also was abandoned on account of the depression. After some temporary makeshift expedients, last fall there were so many group requests that the Board was forced to re-enter the adult-education field. The six courses first authorized had to be increased quickly to nine, and steadily growing enrollments have compelled the organization of new sections this second semester.

Another (Santa Rosa) was compelled to discontinue its adult work on account of lack of physical facilities but expects to resume it as soon as possible. The Dean writes: "There is a definite need and desire for adult-education programs in this community, and we hope to be able to fulfill the need sometime in the not too distant future."

At Fullerton and Santa Ana little work of junior college grade is done because in the judgment of the administrators the field is adequately covered by the evening high school.

Before going further, perhaps it should be said that California has had an unusually effective program of public adult education which has been developed very largely in connection with the high schools. For example in 1931-32 there were 476 regular high schools in the state of which 275 had evening high schools, largely for adults, organized in connection with them. The enrollment of regular students in the day high schools was 221,445, while the enrollment of students in special day and evening classes, largely if not entirely adults, was 274,959, or 24 per cent more than

the regular high-school enrollment. Unfortunately, however, this work also was curtailed on account of the depression just when it probably should have been expanded instead. Thus the number of evening high schools the next year decreased by 45 and the total enrollment in special day and evening high-school classes in the state dropped 32 per cent to 186,087, while the regular high-school enrollment continued to increase. Last year (1933-34), the special day and evening high-school enrollment increased to 231,741, which was still 40,000 less than two years earlier. Between two and three million dollars a year is spent in California on this general program of adult education, the greater part of it being for work distinctly on the high-school or elementary school level. Some work is also done through the extension division of the state university.

In the judgment of some junior college men further organization of distinctively junior college adult work would be needless duplication of energy and expense. On the other hand there are many, such as the Glendale dean quoted above, who feel a large number of persons wish work of a more advanced character, on a collegiate as distinguished from a high-school level, conducted by college instructors and with a collegiate viewpoint and atmosphere.

In many communities, however, where the administrators have caught the vision of what might be, there has proved to be a very definite and growing place for adult education of collegiate grade best furnished by the faculty, library, laboratories, and other facilities of

the local junior college, in close touch with local needs, atmosphere, and conditions.

In a few places, such for example as Bakersfield, a few classes of distinct college level have been organized as part of the high-school program, credit for them being given in the local junior college. In others of the high-school departmental type, such as Citrus, the adult program of the high school and junior college are organized as a closely co-ordinated whole.

FEATURES OF THE PROGRAM

A summary of the answers given to specific questions asked the administrators with reference to their adult work will aid in giving a better picture of the situation in the state. The programs in no two places are identical, owing to differing conditions and needs and varying degrees of emphasis placed upon the matter by the various administrators. These facts make generalizations particularly difficult. Following are the questions asked, with brief summaries of the replies:

1. "How long has organized work in adult education been carried on?" Replies varied from one to 18 years, the average being over 8 years. In at least six it has been in operation 10 years or more.

2. "How many different subjects were covered in 1934-35? In 1933-34?" The number of different courses or subjects offered this year varied from 4 at Riverside to 46 at Long Beach and 64 at Los Angeles, the average being 21 per college. All colleges reporting for both years indicated an increase of offerings varying from one to 37, the average increase being 8 courses.

The courses offered cover almost every conceivable field of interest—practical, academic, cultural, professional, civic, etc. At two of the smaller institutions of the high-school type, for example, Bakersfield and Citrus, are found courses in economic problems, federal government problems, public address, contemporary problems, contemporary reading, business forms, Spanish, arts and crafts, psychology, astronomy, mathematics, mechanical drawing, wood shop, machine shop, Diesel engines, clothing, public forum, and two courses for bank clerks in co-operation with the American Institute of Banking. The offerings in two or three other colleges will be reported later.

Most of the classes meet once or twice a week, in sessions of one to three hours each. Public lectures are usually followed by forum discussions. In some cases short courses of six weeks seem to be preferable. In others they run for ten, twelve, or occasionally eighteen weeks.

3. "How many different individuals were reached in 1934-35? In 1933-34?" The twelve colleges which furnished enrollment data reported 7,984 students enrolled up to the middle of January with the expectation of a considerable increase by the end of the year. The largest enrollment reported was 2,000 at Los Angeles but with the prospect that both San Bernardino and Chaffey would each surpass this figure before the year is completed. The adult enrollment in these two institutions last year was over 6,000 while this year, less than half over when the information was furnished, it is about 3,000. It may be estimated that the total enroll-

ment this year will probably exceed 12,000 or 13,000. An enrollment of 10,194 was reported last year by ten institutions. Most of the colleges reported the sex of the adults enrolled. It is interesting to note that 48 per cent were men.

In most cases the adult work is rather distinct from the regular college classes. In three institutions, however, San Mateo, Santa Ana, and Yuba County, there are a good many adults who attend the regular classes but enroll for only one course of three to five hours per week. At Santa Ana 60 such adults are reported, where classes like interior decorating, art, etc., are scheduled in the afternoons to accommodate adult registrants more readily.

4. "How is the work in adult education financed?" Four institutions state that the financing is taken care of entirely by state and district funds; four by district funds supplemented by enrollment fees varying from \$1.00 to \$2.00 per student; two by a combination of district and federal relief funds; (Compton and Los Angeles) entirely by federal relief funds; and one (Marin) reports no expense, the time of instructors being contributed.

5. "How much was spent on adult education in 1934-35? In 1933-34?" Incomplete reports for the present year from eleven colleges indicated amounts varying from nothing at Marin to \$15,000 at Long Beach, with an average of \$3,570. The average reported by ten colleges for 1933-34 was \$2,410.

6. "Is instruction given by your own faculty, or by outside men, or by both?" Four institutions depended entirely upon their own faculty, three exclusively on out-

side men, while seven make use of both types of instruction.

7. "If instruction is given by regular faculty members is their regular teaching load adjusted in compensation, or is adult work an 'overload'?" In six institutions the regular load is adjusted to compensate for the adult work; in eight the adult work is an overload, in at least two cases (Marin and San Bernardino) with no extra compensation.

8. "What compensation is given regular faculty members?" Replies indicating variations from nothing to \$15 per hour. Chaffey, however, is the only college reporting more than \$2.50 per hour or \$5.00 per night. At Long Beach compensation is on the same basis as in the day work.

9. "What compensation is given outside men?" Answers indicate variations from nothing to \$50 per lecture. Rates of \$2.00 or \$2.50 per hour for regularly organized classes, and of \$25 per night for special lectures are most frequent.

10. "Is regular college credit given for the work?" Yes, 4; No, 4; Yes, "if desired," "in some cases," "if all assignments done," "in some courses," etc., 7.

11. "Are regular college examinations given?" Yes, 5; No, 6; "In some cases," "When necessary," "For those desiring credit," 3.

12. "Is there any evidence you can present showing the judgments of the students actually enrolled as to the value and significance of the work?" Several replies stress increased enrollments, continued demands, the number of "repeaters," etc. In at least two institutions (Bakersfield and Modesto), courses are not organized unless petitioned

for by at least 15 students. Extracts from a few other replies may be of interest: "They come back year after year for more" (Citrus). "Work is chiefly commercial. All recommended secure employment" (Salinas)—a remarkable record under present economic conditions! "Letters and verbal statements of appreciation and satisfaction" (Marin). "It has not been uncommon to have men come to me during the depression and say that they held their jobs with the oil companies when others were being laid off due to the fact that they had received training in the adult education program of the Taft Junior College."

13. "Is there anything to indicate the general community attitude toward the adult education work?" Examples were given of support by the press, by service clubs, by women's clubs, etc. Other comments including the following: "Very favorable"; "Full support at all times"; "Continued large attendance indicates favorable reception." At Santa Maria the Board of Education did away with adult classes for two and a half years, but the demands of the community were so insistent that they were re-established last month. Particularly significant in its potentiality is the statement from Citrus, "Large enrollment, including many of the best people, and a large number of heavy taxpayers." It is not quite clear whether "best people" and "taxpayers" in this quotation are intended to represent two contrasting classes or only one! The sequel perhaps is indicated by the comment from Chaffey:

Have the results been satisfactory? That is the question every teacher asks of himself, often despairing of an

answer. Increasing enrollments would indicate that they are; yet we would not be so naïve as to confuse numbers with success. One thing encourages us to feel that there is developing that spirit of unity for which we seek—a recent bond election for the building of a Chaffey Memorial Library carried four to one.

14. The final question asked was the following: "Have you any plans for modification, expansion, or initiation of work in any phase of adult education by your junior college in the near future, or other comments?"

A large majority of the institutions indicated plans for inauguration or expansion of their work in the field of adult education to meet present-day needs. Typical statements follow:

We shall move as rapidly as possible in extending the Los Angeles Junior College program for the service of adults in late afternoon and evening [Los Angeles].

We are planning more classes with SERA assistant teachers. We consider adult education as basic, and our city especially needs more of it because as a rural center it is removed from larger intellectual life. We hope to expand adult education if the state support is forthcoming and we hope to continue to develop our constituency through Civic Lecture series [Modesto].

We are doing nothing in this community, but I am convinced more and more every day that there is a genuine place for it. I have constant requests from the business men and even from housewives within the community for instruction in various cultural subjects, mostly of an international nature. I realize the great need for an adult forum where we can discuss the vital questions that are so difficult for the

people who have been out of school for a number of years. Such questions as the Townsend Old Age Pension Plan, Hospitalization, Group Medicine, and the liquor problem of today have so many ramifications that it is almost impossible for a person without a very extensive education to solve them or even comment on them intelligently. For that reason it is very vital that all educators do everything that is possible for them to do to promote adult education in this state. In no other way can we hope to counteract the scatter-brained ideas of many radicals who seem determined that they will raid the treasury of the various governmental units [San Benito County].

The following are representative of general evaluations of the program by junior college administrators:

I believe an adequate adult education program to be one of the strongest factors in making the Junior College the "center" of the intellectual and artistic life of a community. The value of the program varies greatly with the proximity of other higher educational institutions [San Mateo].

I believe it is one of the offerings that is helping to keep down the spirit of unrest in our country today. The work is very well received in our community. Many people have been able to readjust through the adult education program and get on their feet again. Others have found a real joy and release in the extension classes [Citrus].

Personally, I regard the field of adult education as one of the most promising outlooks of the junior college. I believe that all adult classes should be given under the auspices of the junior college. We have not developed our collegiate offerings in this field as extensively as we shall in the future when our buildings are restored, but I am looking for the development

of adult education in Pasadena Junior College which will be one of the most important phases of our work and service to the community [Pasadena].

The work offered at the Junior College plant from April to June 1934 was more along the line of the "orthodox" evening high school. The interest shown in the work offered this year (since October 22, 1934) gives ample assurance that work of this level has a very definite place in the educational program of the city of Los Angeles [Los Angeles].

Such is a composite presentation of the situation regarding adult education in the junior colleges of California as a whole. It will be instructive, however, to describe certain features of the programs in three or four institutions where unusual developments have taken place. These are not typical. They are the unusual, the unique, but they suggest what can become the usual in many other communities in California and elsewhere. For this purpose we may select four communities of very different population: a great metropolis of over a million and a quarter population, Los Angeles; a modern city of 140,000 population, Long Beach; a small industrial city of 40,000 population, San Bernardino; and a rural community, in the heart of the citrus belt, Chaffey Junior College, at Ontario, a town of 14,000 people.

LOS ANGELES PROGRAM

The program of adult education at Los Angeles is conducted under the direction of the City Board of Education through the Emergency Education Program. The Junior College plant is used to house the Evening College, which is open four evenings a week. While the director

of the Junior College does not have direct administrative responsibility for the Adult Evening College, he has a close co-operative and advisory relationship. All subjects considered, for example, are submitted for approval or rejection to the director of the Junior College, the principal of the Evening College, and the assistant director in charge of the city emergency.

All teachers employed are registered with the Federal Emergency Educational Program. No regular city teachers are used. Many of the teachers in the Evening College are well educated as well as widely experienced in their particular fields. Some hold Doctor's degrees, others are nationally, even internationally, known.

The Los Angeles Adult Evening College offers work of college or university level, in so far as such designation is possible in adult education. It also seeks to offer "hobby" courses, that is, courses in which the individual instructor has evidenced great interest as an avocational program for himself. An example of this "hobby" course is "Archeological Tours—Stories of the Past."

The curriculum centers around the social, cultural, and socio-political idea. Only a very few so-called vocational courses are offered. The evening high schools, trade schools, and private institutions are answering this need very satisfactorily. The College seeks rather to satisfy the needs and desires of those people who want further education in non-vocational subjects. The purpose of the College is well stated in its foreword to its *Bulletin* as: "designed to take care of immediate needs of adults for better understanding, greater ability, and more

efficient life adjustment; as concerned with meeting those needs for a greater cultural development and a wider appreciation of the finer things to be obtained in life, both today, and in the future."

The interest of the student personnel has been evidenced by the continued large and new registrations as more publicity has been given the new college, also by the fact that attendance upon classes is close to 70 per cent of the total registration.

The courses given at the opening of the college last fall included the following, arranged in ten groups:

Architecture.—Architectural drawing, landscape architecture, perspective drawing

Art.—Advertising design, cartooning and comic art, costume illustration and design, decorative sculpture, interior decoration, interpretation of famous paintings and sculpture, life art, portrait painting

Business and commerce.—Accounting, hotel and apartment-house management, practical business writing

Drama and speech.—Choral verse, dramatics, dramatics for radio, English phonetics, play production, public speaking

English.—Advanced mechanics of English, contemporary literature and drama, elements of authorship, scenario writing, short-story forum

Languages.—Esperanto, French, Japanese, Spanish

Law.—California law for women, parliamentary law, real property

Music.—Orchestra, violin, school of opera and voice placement

Science-vocational.—Aërial naviga-

tion, chemistry of soaps, cosmetics and perfumes (elementary and advanced courses), Diesel engines, electrical salesmanship, first aid, marine navigation, radio and radio interference

Socio-government.—Comparative governments, child behavior and training, income tax, NRA Code administration, Old Mexico, social case work, social effects of the New Deal, influence of modern Europe on American institutions and culture

So great has been the response to these offerings and the demand for additional work of other types, that the following dozen additional courses have been added since January 1, 1935: Political parties—whence and whither; practical economic democracy—job insurance, old-age pensions, etc.; banking, savings, and trust funds; travels (illustrated); parents' forum; investments, stocks, bonds, and market procedure; journalism; choral readings; archeological tours; practical advertising; home hygiene and care of the sick; and radio writing.

These courses are all given from seven to nine o'clock in the evening, for the most part each course being given twice a week.

LONG BEACH SITUATION

At Long Beach there is a greater degree of co-ordination of the regular day and evening work than at any other junior college in the state. It is best described in a brief statement made by Dean J. L. Lounsbury:

When we started our evening classes in the college we purposely avoided the field of adult education. This was because in Long Beach we have a highly organized and comprehensive program

under the control of the Adult Department of Education. Their work in many cases was so far from the standard of collegiate work that we did not want to attempt that type of instruction in our community.

We conceived the idea that the junior college should be an institution open to the public from eight o'clock in the morning until at least nine o'clock at night. We therefore simply extended our day school classes into the night school and allowed students to enroll as they saw fit. From a very meager beginning of probably 150 students we have grown in the past five years to a student body of approximately 700 in the night school. We give regular college credit for the work done in evening school. Teachers are allowed to teach in both day and evening school and their compensation is adjusted according to the amount of overload or the amount of load that they carry in the day school. This has proven most helpful because there are times when our enrollment fluctuated to such a degree that we did not have sufficient enrollment to give all teachers in the day school a full load. We therefore completed their assignment by giving them work in the evening classes.

We do not set up a separate administrative organization for evening classes but add to the compensation of the vice-principal and allow him to have the supervision of this part of our work. We have had no demands for courses that do not carry college credit. We have many students returning for work in various fields of science and mathematics after they have already graduated from college with at least an A.B. degree. Our evening group has a separate organization, holds a dance once each semester, and, while we have students enrolled in both day and evening classes in order to adjust their work schedule with their program, there is a separation in the student body groups. The request in

our community is for a type of work that carries with it regular college credit and as long as we maintain a standard that is accredited by institutions of higher learning I feel sure that the school will be successful.

The courses offered in the evening classes of the Long Beach Junior College this semester, February 1935, include the following:

Art.—Jewelry

Commercial.—Stenography, typing, office appliances, accounting, law

English.—Fundamentals, contemporary literature, business, composition, modern verse, survey of English literature, public speaking

Mathematics.—Algebra, trigonometry, analytic geometry, calculus, geometrical drawing, lettering, mechanical engineering (two courses), architecture (two courses)

Physical education.—For men

Science.—Chemistry (four courses), physics (three courses), physiology, bacteriology, anatomy

Language.—German, Spanish (two courses), French

Social science.—Economics, American institutions (two courses), psychology (two courses), contemporary history, philosophy

Shop.—Printing

AT SAN BERNARDINO

At San Bernardino Valley Junior College an unusual effort has been made to interest all of the individuals and organizations of the community in a variety of courses and activities sponsored by the institution. As a result, from three thousand to four thousand adults each year for several years in this small industrial city and surround-

ing community have been reached educationally in one way or another.

This year, for example, five different series of lectures and courses for adults are being given, devoted to the study and discussion of social, economic, and religious issues which affect individual well being and the community welfare. Every Monday evening there is a discussion of problems of the home and community, including such topics as the following: Divorce in San Bernardino County and California—extent, causes, and effects; Heredity and sterilization; Would liberal divorce policies benefit or injure the family? This younger generation—is it capable of family leadership? Does the home have a place for youth? Guiding youth in the ethics of sex; Marriage and the family in an economic crisis; Machinery of government; What your tax money does; Public health problems of San Bernardino City and County; Effect of unemployment on community stability; and Local welfare needs—how are they being met?

On Tuesday evenings, social conflict and economic trends are taken up, with such challenging topics as the following: Why class consciousness; One way to Heaven—what fundamental differences exist between the churches of San Bernardino? Who is my neighbor? A woman's place; What forms public opinion? Can punishment cure criminals? Gang life and community welfare; What is the chain store doing to the community? What wages for labor? State insurance—can it abolish insecurity?

Wednesday evenings are devoted to a series on national legislation and world problems, including such topics as: Fortify the banks—how?

Try to keep your home; Planning for the nation's unemployed; The stock market caught short; National planning versus industrial anarchy; The technocrat's theory of energy; Russia—what are the Soviets trying to do? Italy—Mussolini tells how; Germany—why Hitler? England—the labor movement; Denmark tries co-operatives; United States—is the New Deal a socialistic plan? Keeping peace; Germany forsakes the Corridor; Austria sees the pot and kettle; Jugo-Slavia puts France and Italy at sword's points; and The world's most famous railroad.

A Thursday evening lecture series with special outside lecturers followed by a series of discussion groups was devoted to special economic problems, including the following: The problem of effective city administration of public affairs and its effect on the social and economic life of the community; The problem of banking and its effect on home welfare; The problem of investments and its effect on community welfare; The problem of unemployment insurance and its effect on community welfare; The problem of taxation and its effect on the social and economic life of the community; and The problem of political parties and its effect on the business, social, and economic life of the community.

A series of ten Monday evenings last fall was devoted to a combination of lectures and training courses given in co-operation with the Arrowhead Council of Religious Education, credit being granted by the International Council of Religious Education to those successfully completing the work of the course. A series of archeological lectures of special interest to stu-

dents of the Bible by a distinguished archeologist occupied the first hour, followed by seven different leadership training classes for different groups the second hour of the evening.

The entire program has been financed on a very modest budget, owing to the fact that the local faculty members have contributed their services without pay (certainly not a satisfactory permanent policy), and outside lecturers have usually been paid not to exceed \$25 per lecture.¹

RESULTS AT CHAFFEY

For many years community work along agricultural lines has been a unique characteristic of Chaffey Junior College. The most recent statement regarding it is one which has been sent me by the present dean, G. W. Spring, from which I quote:

It has been said that the most vital and far-reaching work being conducted at Chaffey Junior College just now is the program which is being carried on for the adult population. Those who make this statement have in mind, among other things, Chaffey's experimental orchards where new varieties of peaches are being developed which, by being resistant to delayed foliation, promise to save the peach industry of southern California. They also have in mind the experimental orange groves where new methods of fertilization have been discovered which are today enabling growers to

maintain their groves at a minimum cost. But what these people refer to especially is a series of lectures and forums in which large numbers of people from all parts of the district, and even from parts beyond its confines, have assembled from week to week to learn what they could of the social and economic revolution through which we are now passing.

The depression had scarcely begun to take its toll when we became aware at Chaffey that what people wanted above all else to learn was the nature of the cataclysm which had overtaken them, what had brought it about, and what might bring it to an end. Furthermore, we realized that the College could sponsor no greater enterprise than that of bringing people together who had been separated by all kinds of barriers, some political, some denominational, some economic, and of welding them into a united people.

The first series of lectures was started in the fall of 1932. There were to be ten lectures in all, scheduled Thursday afternoons at four o'clock, that hour being taken because it seemed to be the only time during the day when the faculty and community could unite. The success was immediate. We began with a group of two hundred. Before long there were seven hundred. People were shortly standing, and others who could not attend were asking why such lectures could not be held in the evenings. We changed to the evening, announcing a series of forums on contemporary problems to be held during the winter months. Here again the enrollment was astounding, there being almost one thousand in attendance the first night. At the close of the year we found that we had reached 2,286 of our adult population. This year's success will be greater than that of last, for at the end of the fourth month we found that 1,826 had enrolled.

A unified, socially minded citizenry

¹ For further information on the earlier program of adult education at San Bernardino see two articles by the former president of the Junior College, J. B. Griffing: "Adult Education at San Bernardino," *Junior College Journal* (December 1931), II, 133-38; and "The Junior College: A Community Center," *Journal of the National Education Association* (January 1933), XXII, 5-6.

competent to cope with the present world situation has been our objective, emphasis being placed on unity. Just how to develop unity is a question; but we have attempted to produce it by bringing men and women together to listen to the very best lectures that our institution and our neighboring colleges had to offer. We have tried to introduce the district to itself by having at each meeting one or two of our citizens on the platform to serve as chairmen and as discussion leaders. Furthermore, we have attempted to maintain at all times a spirit of informality and of cordiality. A personal note announcing the next lecture is a trifle but it assists considerably in generating good-will. Then once a year the lecture may well be given in connection with a huge banquet for the entire district. More important than anything which may be said of these lectures is the spirit which the occasion generates.

IN CONCLUSION

From the subject assigned me for this paper, I assumed that no philosophy of adult education was desired, no argument for it expected, no personal judgment of my own required—but rather as concrete and objective a report as possible of its status, methods, and success in the junior colleges of California at the present time.

In conclusion, however, I may be permitted to express my own conviction that adult education of collegiate as distinguished from high-school and trade-school level should have a distinct place in the programs of most of our junior colleges, not only in California but throughout the nation, a place which has as yet only been partially met even in the comparatively few institutions where the greatest progress has been made. Much of the work

so far has been of an experimental and pioneer type. It is time to evaluate the programs more definitely in some communities; it is time to develop them more intensively and extensively in others. Complete standardization and uniformity cannot and should not be attempted, but much greater attention should be paid to this field in most institutions.

Adult education should be considered an integral part of the total program of the junior college, not an incidental adjunct to be curtailed or discontinued as an unnecessary frill at the first need for financial retrenchment, the mistaken policy followed by some of the California colleges, as already reported. One feature that has interested me is that scarcely a single institution in the state, even those with the most extensive adult work, feel it is worth while even to mention it in their published catalogues. If it is an integral rather than an incidental function of the junior college, information concerning it should be found in every catalogue.

The junior college has an opportunity and a challenge to become an indispensable cultural center for the community of which it is a part. As Dr. Zook so happily phrased it in his stimulating editorial in the *Junior College Journal* last March, the junior college, at least the publicly controlled institution, "is the natural nucleus for the adult education program." I agree with him that "the junior colleges have a great opportunity to exhibit leadership in this movement" and that "nothing could give them a firmer place in the affection of the American people than a vigorous response to this opportunity."

Adult Education—Discussion

P. EVANS COLEMAN*

In view of the advance steps in adult education just described by the two speakers on the program we might ask ourselves what major opportunities loom ahead of those of us in the junior college who are interested in adult education.

It seems to me a keynote or goal mark might be appropriate. For that purpose let me quote the judgment of an outstanding authority in New Jersey on higher education, A. B. Meredith: "The junior college represents the high-water mark for public extension education in all forms, it is the focal point for advanced continued education of all adults in a community."

First let us examine the implication of this pronouncement in quantity terms. Those who have graduated from high school, adults of both sexes who are now the adult part of the population in any community capable of supporting a junior college, represent our field. Turning to the United States census we find that this constitutes 60 per cent of the population, that being the proportion between the ages of twenty and sixty-five. Today the average city can report a quarter of its school-age population as high-school graduates. This percentage was considerably less in each preceding census and has grown larger with the increase of high-school population. The percentage in the

upper-age brackets comprising those who have enjoyed the benefits of high-school education is constantly mounting. In other words, our market is constantly expanding with increase of the percentage of the population which graduates from high school. We are in the opposite position of the elementary school people who already see their market diminishing. Our situation is just the reverse of the baby-shirt manufacturers who wail the declining birth rate. Our opportunity for service is increasing.

If we turn to a given community we can visualize these numbers better. The city of Hackensack, the location of our college, has a population of 25,000. Sixty per cent of that number is 15,000, which is the number of adults of both sexes between the ages twenty to sixty-five. If we take 25 per cent of that number we have 3,750 as the market for the adult division of our junior college. What a market! Regardless of whether we probe the census statistics for the divisions of the native born, the racial percentages, and so forth, which would be too time-consuming, we see that we have a widening market in terms of quantity.

Other cities can be found where there are no units of higher or advanced education and as yet without that zestful vigor which a college can give a community. Take for example, Canton, Ohio, a thriving city of 100,000. Except for a small

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proprietary school of law which has a student body of 45, the few post-graduate pupils in high-school and extension classes in the public school and the classes in such institutions as the Y.M.C.A., the vast population in that city is without a stimulating, organized unit of higher education. Perhaps that is why some hoodlums killed the newspaper editor in that city a few years back. This is brought to mind by the pardon given one of them the other day by Governor White. If we apply the same percentage as above, there is a market of 15 per cent or 15,000. What a market!

Now what is the qualitative challenge? It is not necessary to call your attention to the grave problems of public finance, banking, taxation, and consumers' economics which face adults today. And we see no let up for some time in the severity and gravity of these pressing problems.

Who is primarily responsible for the solution of these problems? The 25 per cent of the 60 per cent pointed out above. Let me illustrate pointedly this challenge. A few months ago there toiled away in the library of Columbia University, a thoughtful and well-known writer, George Soule. When he got through his labors he published his book, *The Coming American Revolution*. Perhaps his sharpest announcement is that the degree of hardship or bloodiness of this coming revolu-

tion depends upon how rapidly the present generation educate one another to the necessary adjustments ahead of us.

Dean Johnston, of the University of Minnesota, has just published a book with a less frightening title, but there is some of the same social dynamite in it. The title of his volume is *Education for Democracy*. Let me quote the longest italicized sentence in his book, probably the loudest challenge he utters in its two hundred odd pages. He says in his chapter, "How Shall Students Face the Future?" (page 222), "There is no way out under the guidance of the men who have been our industrial and financial leaders." Now these are words which do not emanate from Baton Rouge, Louisiana, or from Royal Oak, Michigan, but from a press of the commonwealth of Minnesota, the University of Minnesota Press.

Now who are going to create these new leaders? Who are going to be our law makers? Who are going to be our guides? Have we not a great opportunity here to help the 25 per cent of the 60 per cent mold public opinion and select its representatives in government? The adult divisions of our junior colleges have a marvelous opportunity of leadership. Is it too much to envision the junior college movement as a peoples' college movement? I think not.

Comparable Junior College Finance Figures

HENRY G. BADGER*

The statement is often made that a junior college can be conducted for less expenditure per student than a degree-granting institution. This statement may be true; it is to be hoped that it is. It undoubtedly is true for certain junior colleges as compared with certain degree-granting colleges. But when all junior colleges as a class are considered with all degree-granting institutions as a class, it is hard to see any way to prove this statement conclusively.

In the first place, we have no universally accepted definition of a student. Furthermore, very few degree-granting institutions know what their student costs are, even in terms of their own accounts. And, finally, there is hardly a junior college financial officer who can describe his costs in a manner intelligible to a fair number of similar officers outside his own denominational or regional group.

To illustrate: In a certain city on the American continent the superintendent of schools has his office in the junior college building. The treasurer of the city schools, a benevolent old gentleman, is a careful bookkeeper and a conservative spender of the city's school funds. When they need some new drawing paper for one of the primary schools, this gentleman reaches for his telephone and directs a local

dealer to "send a couple of packages of drawing paper up to the junior college." In a short time the paper arrives; so does the bill. And since the bill is made out to the junior college, the paper is charged there, too, instead of to the elementary schools.

In another city there is a junior college dean who insists that his school does not cost the city anything, for, he says, it occupies a few rooms in the high-school building which would otherwise be vacant, it takes the spare time of a few high-school teachers who would otherwise not be busy a full day, and it requires no extra attention from the city superintendent of schools. This in spite of the fact that this particular junior college enrolls well over a hundred students and enjoys a high rating with its state and regional scholastic organizations.

Again, go into the office of a certain denominational junior college. When you ask for the dean, the kindly gentleman who peers at you over his spectacles acknowledges the title, for he is dean. He is also registrar, treasurer, and instructor in science. He is also principal of the village high school which for some years has been a guest in the home of this church-controlled college. Ask this man of many titles for some figures on the finances of his institution and he will literally scratch them out of his head. Indeed, his whole manner gives you

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the impression that they are not written down anywhere in the records of the institution.

Now go to another denominational college. This particular institution has a large secondary department, which fact naturally has some effect on the amount of money it handles and the way it handles it. But the dean here has no finance figures and wants none. He is proud of the fact that he knows nothing of that side of junior college administration. He has a retired business man downtown who handles these matters in his own sweet way and who neither knows nor cares how other junior colleges keep their books.

Shall we visit yet two other junior colleges? This time we select two controlled by the same church and operating very similar curricula.

At the first one we are told by the registrar—no one seems to know who is treasurer—that while certain of their financial records are kept at the school, some by the president and some by the steward of the dining hall, the greater part of them are in the hands of a denominational treasurer whose office is in another state. Still others are handled by a denominational auditor in still another state. So we get little here.

At the other institution the president is apologetically uncertain whether he can supply you any of the data you wish, but he is willing to go into the situation. You start asking him questions and he starts going into his files. At the end of a couple of hours you stop. You have all the information you hoped to get and a little more. And the president, earnest and serious as ever, asks if either he or his very efficient

office secretary can give you any more information. Obviously, they have at their command a larger amount of financial information than they thought they had.

These are extreme cases, you say. Possibly they are extreme, but they are actual cases whose description is not overdrawn.

It is, of course, true that between these extremes there stand a large number of junior college deans and presidents, city superintendents of schools, and school finance officers who are entirely competent to keep their financial records intelligently and who do keep them in a thoroughly intelligible manner. They can and do account honestly, accurately, and logically for every cent that passes through their hands. They can tell exactly how much their respective institutions cost—in terms of their own records. The only trouble with these records is that comparison of them from one school to another is virtually impossible. They are not kept in the same form from school to school and the accounts are far from identical, either in nomenclature or in what is entered under them.

There are two fairly well-defined systems of recording financial data for junior colleges. Each of them is in use, with various modifications, in a fair number of schools. But neither was designed with the junior college in mind. The one in probably the most common use was developed for public schools of less than college grade, with the junior college added as an afterthought. The other was set up primarily for degree-granting institutions, with the junior college definitely excluded from consideration. In each case the inclusion of the junior college in the

record system is more or less arbitrary and is predicated on little or no consideration of junior college problems.

Again, while these two systems have much in common, there are differences between them which make it very difficult to compare reports based on them. In one, commencement expenses are charged to instruction; pensions, rent, and insurance to fixed charges; and a total of all receipts and payments is provided for. In the other, commencement expenses are charged to administration and general control, pensions either to administration or to the function discharged by the pensionee at the time of his retirement, and rent and insurance to a combined operation and maintenance account. There is no fixed charges account. No grand total of all receipts and payments is contemplated. There also appear accounts entitled "Research" and "Extension." In the public-school account system research is likely to be charged to either administration or instruction; extension is probably included under instruction. The auxiliary enterprises group of accounts in one instance includes libraries, which in the other system have a separate account.

In one of these systems the distribution of payments is on a functional basis, current and capital accounts being carefully segregated. In the other system the emphasis is on the fund rather than the function and there is occasional confusion between current and capital receipts and payments.

Opinions as to the respective merits or faults of the various record systems now in use do not fall

within the scope of the present paper; our purpose so far has been to focus attention on the very great difficulty of making any intelligent comparisons of financial items involving any reasonable number of junior colleges owing to the diversity in methods of classifying and recording transactions.

Another difficulty presents itself to the student of junior college finance. Can you be sure that every financial item has actually been included in the report you are studying? This problem has its rise in part in the great diversity in methods of recording items and in part in the fact that financial control of a junior college—including the keeping of its records—is not always effected in the office of the president or dean. This function is frequently carried on under the direction of a person or board whose primary interest and training are not in the field of education. Denominational boards of trustees, treasurers of religious communities, synodical auditors, state or city boards of control, and lawyers, bankers, and insurance men have certain of the institutions' funds to care for. And it might be added that they usually have their own methods of keeping their records of these funds. It has already been mentioned that it is sometimes necessary to visit or correspond with as many as three different states to get what looks like a complete report on the finances of a single junior college. If one of these scattered officers fails to respond or supplies data which are not usable, the entire report of this institution may be rendered valueless so far as comparison with other schools is concerned.

There now remains one really great difficulty in the way of comparable finance figures for junior colleges. This is the fact that at more than one institution the junior college occupies buildings and grounds jointly with some other school, sharing in the employment of administrative and teaching personnel and using the same physical equipment. The secondary school is the one most frequently associated, but it is by no means the only one. Sometimes a school of theology or of shorthand is a member of the junior college household, occasionally a senior college shares its plant, and at least one public junior college is housed under the same roof with a senior high school, a junior high school, an elementary school, and a kindergarten. The superintendent of the city schools also maintains his office in this building. When the dean of this junior college was asked for some finance figures, he smiled and asked how to unscramble half a dozen eggs. And his query was less facetious than it sounded.

The problem of a proper allocation of costs in a joint occupancy situation of this sort is obviously a complex one. That it is also a problem of major importance is attested by the fact that this is the most frequently found situation for both public and private junior colleges. The independent junior college, with no lower school and no professional school attached, is not numerous.

The problems of proper financial accounting for the two-year, the four-year, and the six-year junior college also deserve special consideration.

It is clear, then, that with joint

occupancy as common as it is, there is great need for a scientific system of allocating receipts and payments properly among the various members of the junior college household. Such a system should provide for allocation on a carefully planned and thoroughly justifiable basis. In the case of payments, this basis should certainly not be identical for every type of service rendered by the school.

A study of the bases to be used in calculating costs has recently been made by the Department of Public Instruction in Iowa, which has charge of some two dozen junior colleges. Some of its suggestions, modified as it seems that junior college administration would require, are incorporated here. Direct instructional charges might well be based on the time spent by the individual instructors who divide their time among the various branches of the institutions. Operation and maintenance costs could be distributed on a basis of comparative floor space, weighted for time occupied. Administration and general control could well be charged on a total enrollment basis. And so on down the line, not forgetting that some items are directly chargeable to certain branches of the school and should be so charged.

These suggestions are tentative and are only made to illustrate the need for a system of financial record-keeping for junior colleges which shall be accurate but not awkward, complete but not cumbersome, and scientific but still relatively simple.

Let it be said here and now that uniformity of financial record-keeping does not necessitate uniformity of organization, manage-

ment, curricular offering, or institutional policy. It is quite possible for two schools to operate with entirely different aims, entirely different types of control, and entirely different organizations, but with uniformity in record systems and resultant comparability of data.

Little Topsy, it is said, "just grewed." So did the junior college, with neither its secondary nor its university relative unreservedly willing to acknowledge kinship. This may account for the fact that up to the present time no single financial recording system has been adopted by more than a comparatively small group of junior colleges in any part of the country.

But it is submitted that plans looking forward toward such a system need not wait for official definition of the educational status of the junior college. It is believed that when there are half a thousand institutions of one type in the country, the time has come to devise a common financial language for them. The fact that their position in the educational world may be a bit hazy would suggest that this record system be so devised as to facilitate comparison not only between two

junior colleges, but also between a junior college and a degree-granting institution on the one hand, and between a junior college and a high school on the other.

During the past few years the Office of Education has been trying to provide research students with comparable finance figures for junior colleges. From time to time figures have been published, carrying national totals and including attempts at percentage analyses. We do not boast of signal success in these ventures, for in many schools figures simply do not exist in comparable form.

The experience of this office suggests that this subject is deserving of more than passing notice. A group of junior college officers, appointed perhaps by the American Association of Junior Colleges, and working either independently or with the American Council on Education, as seems best, could profitably study it further and should be ready in course of time to make positive recommendations in the direction of uniformity, comparability, and greater intelligibility of financial reports made by the junior colleges.

Library Service in the Junior College

WILLIAM WARNER BISHOP*

The reason for this paper is not far to seek. The Carnegie Corporation of New York set up last fall an Advisory Group on Junior College Libraries, whose plans and purposes were described briefly in an article in the December number of the *Junior College Journal*. That Advisory Group has held two meetings, one at Ann Arbor in November and the second a couple of days since at Philadelphia. I presume that you are all diligent readers of the *Junior College Journal* and are therefore familiar with the membership of the Group and with its immediate purposes. These are (briefly) the accumulation of rather detailed information about the junior college libraries of the country, and a careful study of this information as a basis for formulating standards for the service of junior college libraries. Later the Advisory Group expects to be able to recommend to the Carnegie Corporation that grants for the purchase of books be given to a selected number of junior colleges. The Group expects shortly to distribute a fairly elaborate inquiry form to all junior colleges in the United States. We bespeak your aid in supplying us the desired information. We hope it will not be very difficult or tedious to give us replies to our questions. We trust that we may assemble the facts which will enable us to form a sub-

stantially correct picture of the junior college library as it exists today. We may have something to say later by way of advice and counsel to the heads of junior colleges and to their librarians. We may possibly publish not only book-lists, but some studies of junior college library service and some standards by which that service can be measured.

It will be recalled that out of the work of the Advisory Group on College Libraries, which was created in 1928, there grew the *Standards for College Libraries*, Professor Randall's book on *The College Library*, Mr. Gerould's book on *College Library Buildings*, and the *Shaw List of Books for College Libraries*. Further, the Carnegie Corporation gave nearly two million dollars to college libraries for books and for endowments. Similar, if not so large, products and by-products of the current study are entirely probable. We feel justified, therefore, in asking for your help. You can perhaps help us most by prompt replies to our list of questions which will probably go to you in March. But you can also assist us greatly by advice and by information of which we stand in need. I feel, whenever I contemplate this junior college movement, like the Red Queen in *Through the Looking Glass*, who had to run her hardest merely to be sure of keeping in one place—a place of vision, let us say; or, quite literally, a viewpoint. For the junior colleges which you

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represent are something quite new in American education. (Have you perhaps heard that before?) I am not here to philosophize or to prophesy about them. Here you are—and you aren't one kind, but several kinds—perhaps more kinds than I know—yet. Many university professors have been thinking, I am sure, that the junior college is merely an expansion of the American high school. A few of them know that they have a junior college (or junior division) problem at home on their own campuses. A few others understand that there are scores and hundreds of junior colleges which are much more than certain classes in the first two years of the university. Some very few university professors, deans, and presidents have sensed that here is a problem both quite new and at the same time very old. For thousands of students, junior colleges furnish all the college training they will ever have—unless they grasp the idea of continuing education, a notion which most colleges or universities haven't yet instilled in those to whom they give degrees at commencement. In short, the junior colleges are not of one pattern, but of many patterns, and they won't, as yet, stay put or conform to any rigid classification. You are a most interesting lot—and to me an inspiring group, with a few inspired leaders.

But, if you will forgive me for saying it, you really have grown so fast and so mightily that some of you have forgotten that your work demands a sort of equipment in the way of books which likewise is neither the library of the high school, nor of the college, nor of the university. The junior college

library is a new thing, just as the junior college itself is a new thing. It is perhaps easier to get a good view of what the junior college library ought to be by contrasting it with these other well-known types of libraries.

To begin with, the junior college library is more than a merely convenient expansion of the high-school library. It is, of course, concerned with teaching—much of it in the same subjects which are taught in the high school, but the junior college teaching is necessarily college and not high-school teaching. That means, among other things, more books to be read, many more books to be dipped into, more (and more recondite) reference books, more journals to become familiar with, and more use of both ephemeral and source material. You can't take students on the college level over quite the same ground or on quite the same level as high-school students. The difference on the library side is one of the character of books to be used fully as much as of the number of books to be employed in teaching. On the side of reading, the critical faculty must be invoked, the student must become conscious of points of view in authors. Further there will necessarily be books on subjects not included in the high-school curriculum or commonly found in even good high-school libraries. And more vital—books must be provided for those students who are to find in these two precious years an approach to adult life without further formal schooling. I don't like the word "terminal" in this connection, because I hope and trust these two years may prove for many, many students the beginnings of a reading habit which

will stay with them, even if they do not go on to more advanced college work. The cultural elements in the junior college are not all supplied by its library, but if the library can't supply them, they are hard to come by from other sources. A good junior college library in these days is, then, a great deal more than an expansion of a good high-school library, particularly on the service side, on which I have not dwelt at all, and in its book collections.

Nor is the junior college library a public library in miniature—even though it may be a “branch” of a public library, as some excellent junior college libraries are today. It is distinctly concerned with adolescents rather than with adults. It has no part in many of the best and most productive of public library activities. It shares the public library's interest in the community, but confines itself chiefly to the smaller community which it serves—the college. The junior college library has books and services aside from courses taught in the college, but they are, if not minor interests, at least not the prime reason for the library's existence. The junior college librarian will, however, do well to study the service of the best public libraries, perhaps even more keenly than the work of the best college libraries. There are many hints, many devices, many titles which the public library will furnish to a discerning inquirer. Above all, the point of view of the public library administrator is one which the librarian of the junior college should know and understand, even if details of his work do not furnish models.

In fact, the junior college library *at its best* today is something new in

the American library scene. It is going to grow into something different from the older college or university library and different also from the public library. It is going, I believe, to do for young men and young women what none of these older forms of library can do, just because they deal with more general groups of all ages or with more advanced stages of study. If I am right, this means a new type of library service for which library schools (as yet) do not prepare their graduates. It will be a service lacking that dreadful element of uncertainty as to who will use their materials, which proves a pitfall for public library workers, just because their readers are known personally to the librarians of junior colleges. They are practically all at about the same mental and physical ages. They demand, therefore, a library service based on knowledge of that age, of courses of instruction in the college, and of purposes dominating its policies. It is likely to be successful service just because of its obvious limitations.

Inevitable, of course, is the intimate connection between teaching and the junior college library. It is fair to ask whether as now constituted these libraries are really adequate aids to instruction. A few of them certainly are fully equipped to assist instruction by their provision of both books and service. But a fairly careful survey of some representative junior college libraries made last summer and autumn revealed a great many weaknesses in libraries of junior colleges in admittedly good standing. Even for the staple courses given almost everywhere, there was an insufficient provision of books, and par-

ticularly of journals, useful in teaching. The greatest weakness was found on the side of reference books. Tools which university students have without question and which they are required to use extensively in their first two years were not found in these junior college libraries. I should say a deficiency in the best reference tools was the outstanding fact revealed by our inspection. Very few junior college libraries were found to have expensive reference books, such as the *Times Atlas*. In fact, lack of atlases was one of the greatest weaknesses shown in this preliminary study. It would be simple to enumerate a list of quite ordinary, though costly, reference books which are really essential to good work at the junior college level which were not found in even the good junior college libraries. Particularly noticeable was the almost complete absence of any reference books in foreign languages. Students of French and German, for example, did not have access to any modern (or even ancient) encyclopedias in those languages, or even to dictionaries other than the very ordinary French-English or German-English type. It is a serious indictment against the teaching in the junior college to declare that there are practically, or actually, no reference books in foreign languages, and very few whose cost rises above \$25.

The periodicals taken in many junior college libraries are too few and often badly chosen. It is a tribute to our foremost newspaper that most of the junior colleges take the *New York Times*. But the junior college library which subscribes to *any* foreign periodicals

is a rarity. I should say that the character of the periodical list is the most serious criticism to be brought against those persons who have been responsible for developing our junior college libraries. Further, even when a goodly number of fine journals is taken, but few appear to be bound and preserved. We even met one case in which, after the receipt of the current numbers, the back numbers were given away or sold for old paper! It was literally true in this junior college library that when the February number of a magazine came in, the January number was at once disposed of, generally to a local hospital. I do not need to tell this audience how useful the bound files of journals can be in teaching. There may perhaps be no need in the junior college library for a complete set of, let us say, the *Atlantic Monthly*. But the last twenty years can be made to do yeoman service to students in many classes. I need not labor the point. But to a librarian of experience the attitude of many junior college libraries toward periodicals is their strangest and most disconcerting single feature. I even found several junior college libraries taking certain journals for the use of the faculty, but not keeping and binding even these. This attitude argues an essentially unscholarly turn of mind. It further shows that costs of operation have to be cut very seriously. It was the cost of binding which was generally given as the reason for failure to keep sets. I am inclined myself to feel that this policy is rather an extension of a high-school attitude into the college—but it is an unfortunate policy in any event.

When one remembers that for

thousands of students the years spent in the junior college are the last years of formal schooling, the cultural possibilities of the junior college library assume importance. There is probably nothing so hard to define as what we mean by "culture" and "cultured." I am not going to waste time by essaying a definition. But I feel I can assume an agreement at least on the essential part of books in developing and furthering a liberal habit of mind and thought. Books are not the sole or perhaps even the chief means of culture, but culture in our modern sense is almost impossible without books. And we all agree, I am sure, that textbooks alone are an insufficient supply of books for cultural ends. Reference books also are not enough. The young person who leaves junior college with no acquaintance, save a forced reading, with poetry, drama, essay, biography, travel, the fine arts, religion, and history has missed an essential element in his cultural make-up. He is not very likely to discover these fields for himself and at a later date develop them to his own spiritual profit, if he gets no introduction to them in college. We know, of course, that the junior college library can't go very far in these attractive lines. But it conspicuously fails if it provides no samples of them, no introduction to books beyond those needed for the work of the classroom.

In fact, the best function of the junior college library seems to me that of introducing its students to the world of letters. That means not only providing books in fairly large measure beyond the immediate needs of teaching, but also such training in the use of books that

students receiving it will acquire both ease in library use and, more important, a critical viewpoint as to books they read. Success in reaching this elusive goal implies a fine librarian and contacts with the public library of the town or city. Junior college students should gravitate naturally to the public library, not so much to secure service the junior college library cannot give—as on nights and Sundays—but rather to get more and better and wider knowledge of other books and authors beyond the province of the junior college library.

I have said, up to this point, almost nothing about the junior college librarian. But really this is the one vital element in the solution of the junior college library problem. We have found the highest possible correlation between the training and personality of the librarian and the efficiency of the junior college library. Here again I need not argue the matter. You know that a good librarian will make the most of inadequate resources and will force their improvement. You know that a poor librarian can just about ruin the work of even a good library. I am chiefly concerned with suggesting that there is dire need for professionally trained librarians for junior colleges. So far as I know, none of the library schools is specifically preparing for this type of library service.¹ We—I speak as head of a library school—are familiar enough with the needs of the high-school library, the college library,

¹ [NOTE: The School of Librarianship of the University of California has offered each year since 1929 a course on the administration of the junior college library, open to second-year students in the School.—EDITOR.]

and the public library. Is there not equal need for study of the specific needs of the junior college library? Basic courses in librarianship ought probably to precede specialization. But there is room, I feel, for special training, in addition to basic study, for this new and rapidly growing type of library. At all events, the trained librarians are certainly getting remarkable results in junior college libraries. Experienced librarians who lack formal training are likewise showing what such li-

braries can be and do. But our observation is that untrained and inexperienced librarians are in many cases the chief obstacles to junior college library success.

There are over five hundred junior colleges in the United States today. I venture to say that distinguished success in the operation of their libraries marks but a small number out of that impressive total. Is not this fact, if it is a fact, a challenge to you who have the fate of these colleges in your hands?

Library Service—Discussion

ERMINE STONE*

I think I am correct in assuming that one of the reasons I was asked to lead this discussion of library service is that Sarah Lawrence College was one of the first, and is perhaps the only junior college so far, to receive a grant from the Carnegie Corporation. I am hoping another reason was that you are in sympathy with the statements I have published during the last five years on the importance of reading—voluntary, free, and unassigned.

Now Mr. Bishop has just been telling you what the Carnegie Corporation hopes to do through its Advisory Group on Junior College Libraries, has been setting forth the kind of information it will ask you to furnish, and has indicated what it will expect from you in the way of co-operation before any grants are considered. You will notice immediately that the Carnegie Corporation is a little like the Lord in the old proverb, "it helps them that help themselves!" In other words, they recognize the fact that there is more to a library than the mere acquisition of books. Now books are so overwhelmingly important that I hate to say anything that will seem to indicate that I underestimate their value, but I do want to agree that it is books in circulation and not books on the shelves which make a college library.

I think the best thing for me to do

is first to explain how we got our grant, and to indicate what it meant to us. Then I want to present two aspects of a librarian's work to you that I hope you will consider when you are making appointments.

When we at Sarah Lawrence College heard that the Carnegie Corporation was interested in improving the quality of college libraries, Miss Warren presented our case on the following grounds—that we were attempting progressive methods of teaching with great emphasis on individual instruction and that our success was being to a great extent curtailed by lack of books. She was able to say that the College recognized the importance of the library and was willing to appropriate for it about \$11,000 or \$12,000 annually, that the physical library plant would be enlarged to accommodate this larger collection, and that the librarian would be given as much additional professional and clerical help as seemed necessary. In other words, if they would help us, we would help ourselves. On these terms we received a grant of \$10,000 from the Corporation.

Mr. Bishop has spoken of the *Shaw List of Books for College Libraries*. Before any books were purchased the holdings of the college were checked with this list, which was available in parts. Then we had the lists checked by all the members of the faculty, according to their subjects; they were asked to indicate first, second, and third choices.

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In the meantime I had met with the Faculty Central Committee, and we had arrived at a probable distribution of funds among the different classes. After that, the job of cutting began (because even \$10,000 has its limits), at first in conference with the whole group—but after I had spent exactly one hour with the Social Science group on two items, namely, Lenin's *Collected Works*, and Rousseau's *Collected Works*, I did the rest of the cutting on my own responsibility! In May 1931, six months later, we received the first books—Library of Congress cards and all. In the fall of 1933 we received a check from the Carnegie Corporation for \$372.36, closing out our account. At that time our president, as is her custom, asked me to make her a report on this gift, from which I quote:

From the Carnegie Corporation gift 3,590 volumes have been added to the collection over a period of three years, as follows:

Books added: 1930–31, 1,244; 1931–32, 1,366; 1932–33, 435; total, 3,065.

Periodicals: 1930–31, 15; 1931–32, 395; 1932–33, 115; total, 525.

Expenditures: 1930–31, \$3,107; 1931–32, \$5,414; 1932–33, \$1,107; cash balance, \$372.

The rate at which the additions have been made has been determined by the size of the library staff. [I had at this time one full-time assistant and one part-time assistant, both library school graduates, and as much student help as I could absorb. In the summer of 1931 my only vacation was a long week-end, and I had a substitute during the vacations of my assistants.] That we have been able to keep the library open more than 80 hours a week, including Sunday afternoon and evening, and at the same time add about 4,000 volumes a year with this staff is due to the fact that with open shelves and a system of

self-charging the clerical work of circulation has been reduced to a minimum. This is imperative because the demands for bibliographical help and other reference services are very heavy under the system of individual instruction.

Not merely does this gift represent one-fifth of the total book stock of the library [this was 1933—it now represents one-sixth], it has enabled us to purchase certain expensive reference sets and bibliographical tools and back files of periodicals which we have desperately needed, but which would have been impossible to buy out of current funds. Among these I may mention the *Propylaen History of Art*, seventeen volumes; the *Encyclopedia Britannica*, fourteenth edition; *New York Times*, bound file, 1932; *Poole's Index to Periodical Literature*; the German classics; the *Mythology of All Races*; and many others. We have purchased a complete file of the *American Economic Review*, *Current History*, the *New Republic*, twenty-year runs of about a dozen periodicals, and ten-year runs of as many more. How much this means can only be appreciated by remembering that the library was not begun until 1928 and had been very poor in periodical resources.

I am sure you will not be difficult to convince that the gift of \$10,000 was very valuable—in fact I expect you think you could use the same amount to excellent advantage yourself. But it has been worth-while in other ways than the intrinsic value of the books themselves; that is, it has done what the Carnegie Corporation hoped it would do—it has kept the administration "library conscious." This means that our budget has not been cut in any item during the depression, that instead the college has gone ahead at considerable expense and added a mezzanine floor to

double the book capacity. It means that the administration shows a constant interest in the amount and nature of the reading of the student body, and is proud to include material about the quality and use of the library in all college publicity. It means that the administration is willing to endorse the following statement which appears in our successive college catalogues, "The success of the Sarah Lawrence plan, with its emphasis on individual instruction and independent work, is definitely dependent upon the availability of an adequate collection of books, periodicals, and other printed matter so organized as to be easily accessible to students and faculty. Thus the library comes to form an integral part of the system of instruction."

So much for what the Carnegie Corporation did for us and can do for you; now let me speak for a few minutes on what you can do for yourselves. I happen to believe that the things which are wrong about a good many junior college libraries are three: (1) they do not have enough money to work with, (2) the instruction is not the kind that makes a good library imperative, (3) the librarians themselves are not good enough.

These happen to be the deficiencies of the situation which you as junior college presidents are able to remedy, and I would like to be able to convince you that it is important to do so. I am going to discuss only the third. I am one of those who believe that the situation has never been presented to you in the right light—that the technical aspect of library work has been overemphasized while the administrative and cultural sides

of the job have been understated. What I would like to do is to present to you (1) the librarian as administrator, (2) the librarian as readers' adviser, and let you make up your own minds as to the caliber of the person who can combine these abilities with the technical skills of cataloguing and reference work. I hope you'll come to the conclusion that it isn't either the kindergarten teacher Mr. Haggard mentions in his editorial in the February *Junior College Journal*, or yet the fresh young graduate just out of a library school whom you're going to place in charge of your collection, but someone much more able than either.

Now certain aspects of library work are definitely administrative, and must remain so, even if it seems that the librarian has no one to administer but herself. No matter how much technical and clerical and menial work the librarian may have to do, her responsibility for administrative matters remains: administering library rules and regulations; preparing and submitting the budget; keeping financial records and preparing estimates of expenditures; supervising and directing student assistants; supervising reference and loan work, and revising cataloguing; selecting books for purchase and placing book orders; assigning classification numbers; consulting with the faculty as to college policy in book selection, and as to definite recommendations for purchase; assisting readers and instructing students in the use of the library; general contact with faculty, correspondence, interviews, service on committees; preparing an annual report for the president. Because you are all administrators yourselves, I think you will see that

these duties call for experience and maturity.

Under the second heading, the librarian as readers' adviser, I intend to discuss my favorite subject: the whole question of voluntary reading, methods of stimulating it, and the college's responsibility for providing the materials. Now I know of no subject on which you can get more agreement and less action, than this one. Almost any educator will agree that it is a college function to develop general reading interests, will admit that the reading of definite assignments from reserved books does not tend to inculcate reading habits that will carry over after college, will quote a story to show that such and such a book which he read because it was mentioned to him in casual conversation by one of his teachers was more important in his own education than all the courses he sat through. Yes, they will agree with you and then get so preoccupied with their own subjects and course assignments that they forget to do for this college generation what they appreciated most from the last. That is, enough of them forget it so that "the encouragement of general reading" in most colleges comes to the librarian by default.

To me the *sine qua non* for stimulating voluntary reading is the availability of interesting and timely books. That means that the librarian must have under her own control enough money to purchase books not particularly related to instruction, and that she must foresee the lines of interest her clientele is going to follow, in order to select the right ones. Of course it means further that she must read books and know the students in order to

get the right book to the right person.

In the college year 1933-34, from our own funds, the library spent \$4,120 for books. Upon investigation I find I spent \$1,041 upon books not requested by the faculty, or at least not requested until I had already ordered them. (This \$1,041 included \$157 on duplicates, and \$248 on reference and continuation, but still means that over one-fifth of the budget went into books for voluntary or free reading, or books I thought likely to be in demand for contracts, papers, etc.)

In that year the average student withdrew from the college library 46 books not on reserve, plus 26 reserved books for overnight use. This, as you may know, is about twice the per capita circulation in the first-grade women's colleges, and they are themselves high in comparison with other institutions. So if voluntary reading is valuable we seem to be justified by the proportion of our budget spent on it.

Now my method of stimulating reading is simple. I believe in buying interesting books, putting them out where people can see them, reading as many myself as I can, and recommending them to students who ask for suggestions. We happen to have the kind of faculty and system of teaching which makes more effort unnecessary.

Of course, I do not need to point out to you that one good book leads to another—there is a natural progression from *The Conquerors* of Malraux to the *Chinese Soviets* by Yakhontoff to Vincent Sheehan's *Personal History*, which in its turn starts us off on another whole circle; Harold Nicolson, Sinclair Lewis, Glenway Westcott, to name a few.

Minutes and Committee Reports

MINUTES OF THE MEETING

The fifteenth annual meeting of the American Association of Junior Colleges was held in Washington, D.C., February 22-23, 1935. Delegates and visitors were registered from thirty-two states and the District of Columbia.

The meeting was called to order by President E. Q. Brothers. After the introduction of delegates and visitors, President Cloyd H. Marvin, of George Washington University, gave the address of welcome.

The program was presented according to printed schedule except that Dr. W. C. Eells presented the discussion scheduled for Dr. Ricciardi. The public junior college luncheon was presided over by Dr. R. R. Robinson, of Oklahoma, and the private junior college luncheon by Dr. Robert J. Trevorror, of New Jersey. Reports of these meetings appear following these minutes.

The report of the Committee on Research was read by Dr. W. W. Carpenter, of the University of Missouri. The report was received and filed for inclusion in the annual proceedings.

At the evening session on Friday, the Association voted unanimously to extend honorary membership to Dr. George F. Zook, who called the first meeting of junior colleges in 1920 and who has rendered distinctive service to the junior college movement.

Secretary Campbell made an informal report of progress for the Committee on Junior College Survey. By motion the Committee was instructed to co-operate with the American Council on Education in planning for a comprehensive study.

After the paper by Mr. H. G. Badger on "Comparative Finance Figures among Junior Colleges," a motion was carried authorizing the president of the Association to appoint a commit-

tee to work with Mr. Badger to prepare a report or recommendation on a system of junior college finance, and report to this Association at the next annual meeting.

Following the report on the *Junior College Journal*, a motion was carried authorizing the appointment of Colonel A. M. Hitch as a special committee of one to secure an increase in the number of subscriptions to the *Journal*.

The report of the Executive Committee was read by the secretary, and the recommendations were approved. This included approval of three junior colleges for active membership in the Association: Larson Junior College, New Haven, Connecticut; Mount Saint Agnes Junior College, Mount Washington, Baltimore, Maryland; and The Garland School, Boston, Massachusetts.

At the request of representatives of public junior colleges, the following committee was appointed to study conditions regarding the transfer of junior college athletes to senior colleges, and to bring a report to the Association: James L. Beck, Thornton Junior College, Harvey, Illinois; C. M. Conwill, Cameron Junior College, Lawton, Oklahoma; and Colonel A. M. Hitch, Kemper Military School, Boonville, Missouri.

The report of the Committee on Academic Costume and Certificate for Graduation was presented by Dr. Robert J. Trevorror. On motion, the report was accepted.

In conformity with formal notice presented by the secretary at the previous meeting, the following change in the Constitution was adopted:

That Article IV, Section 1, be amended by adding the words "Assistant Secretary," and Section 2, by striking the word "President" and substituting therefor the words "officers of the Association."

The report of the Committee on Federal Aid was read and approved. By motion the committee was continued and the present members requested to serve for the ensuing year.

The reports of the Committees on Audit and on Resolutions were read and adopted.

The report of the Committee on Nominations was accepted as read, except that the time and place of the next meeting is to be determined by the Executive Committee with instructions that conflicts with certain other meetings be avoided. The new officers were introduced by the retiring president.

By motion, the meeting adjourned.

All committee reports that follow were adopted and represent the official actions of the Association. The papers and reports are printed in this issue of the *Junior College Journal*.

DOAK S. CAMPBELL, *Secretary*

EXECUTIVE COMMITTEE

The annual meeting of the Executive Committee of the American Association of Junior Colleges was held in the Willard Hotel, Washington, D.C., at 7 P.M., February 21, 1935. The following members were present: Arthur I. Andrews, J. W. Barton, E. Q. Brothers, D. S. Campbell, Richard G. Cox, W. W. Haggard, and Guy M. Winslow.

The following report is presented:

1. Three junior colleges, the Garland School, Boston, Massachusetts, Larson School and Junior College, New Haven, Connecticut, and Mount Saint Agnes Junior College, Baltimore, Maryland, were considered for admission. Upon favorable report by a subcommittee, they are recommended for active membership in the Association.

2. The committee recommends that a committee of one be appointed to represent the Association informally on the Commission of Inquiry on Public Service Personnel and bring any suggestions for co-operation to the Executive Committee.

3. In reply to a request for a contribution to the National Committee on Research in Secondary Education, the committee recommends that, in view of other possible research projects, the Association do not make the donation.

4. The committee recommends that Dr. Walter C. Eells be requested to prepare a supplementary "Bibliography on the Junior College," and that the Office of Education be requested to publish it as soon as funds are available.

5. The committee recommends that in the appointment of committees consideration be given to the possibility of members getting together for necessary meetings and that all committees be requested to have a meeting on the day preceding the annual meeting.

6. The committee recommends that the budget for the ensuing year be the same as that for the year now closing.

E. Q. BROTHERS, *Chairman*
D. S. CAMPBELL, *Secretary*

PRIVATE JUNIOR COLLEGES

The luncheon program of private junior college representatives was held in the Fairfax Room of the Willard Hotel. Dr. Robert J. Trevorrow presided and Miss Annie D. Denmark acted as secretary. Sixty-nine members were in attendance.

The first discussion was led by President John W. Barton. His subject was "Student Enrollment—Helpful Methods and Approved Principles and Procedure." Dr. Barton discussed a number of ways of soliciting students, and gave an evaluation of each. Advertising, personal solicitation by paid representatives, students, alumni, and faculty members were included in the discussion. This is one of the most intense problems and is not confined to the junior college. The outstanding evil is in the reaction on the student who is being solicited.

A second discussion was presented by Dr. Katherine M. Denworth on the

subject, "The Junior College: Two Years, Four Years, Six Years?" After describing a number of difficulties that arise when junior college and high-school work are carried on in the same institution but in separate organizations, Dr. Denworth concluded that the dual type of organization must be eliminated.

President Richard G. Cox discussed the question, "Shall the Private Junior College Have a Code?" After discussing various problems that are common to private schools of every grade, Dr. Cox presented the following statement formulated by the committee¹ which, after discussion, was adopted:

Your Committee, in keeping with instructions given a year ago in Columbus, Ohio, submit the following statement of principles, and recommend compliance therewith by all private junior colleges in the United States.

"The term 'Private Junior College' is defined as any junior college drawing its support primarily from such sources as board and tuition fees, endowments, or grants from a religious denomination, and not from public funds."

PUBLICATIONS AND ADVERTISING

All printed matter distributed by the college, and all advertising sanctioned by the college, shall be accurate and truthful, and shall make no reference to or comparison with points of strength or weakness of any other junior college, or with other junior colleges in general in the same competitive field.

SOLICITATION

If a college employs a traveling representative or solicitor, such a representative shall confine his discussions with prospective patrons to facts relative to his own institution. He shall refrain from making or insinuating uncomplimentary or unfair comparisons, or derogatory remarks of any kind, relative to any other college.

¹ Richard G. Cox, President, Gulf Park College, Chairman; H. G. Noffsinger, President, Virginia Intermont College; Roy T. Davis, Assistant to President, Stephens College.

Such a representative shall not solicit the patronage of a student who is known to have made formal application previously for enrollment in another school.

CHARGES AND SCHOLARSHIPS

Charges for all purposes shall be set forth clearly in the college catalogue, and shall be adhered to impartially and invariably except as in (a), (b), and (c), which follow.

a) *Honor or Merit scholarships* may be awarded, subject to the following conditions: Such scholarships shall be of a competitive character, and based upon such qualifications as excellence in scholarship, general capability, superior leadership, and character.

b) *Service scholarships* may be awarded only on the basis of the applicant's need and ability, and to provide service actually needed by the college, and actually to be rendered by the student. The rate allowed per hour shall not exceed the prevailing local rate of pay for such part-time employment.

c) *Special reductions or loans* may be allowed, for example: to sons or daughters of clergymen or educators, of officers of the Army and Navy, or to brothers or sisters enrolled the same year, or to very deserving young men or women who could not continue their education without such assistance.

Scholarships, loans, and special reductions shall not be allowed as a subterfuge for reducing regular charges, or to meet the competition of another college.

The bases on which scholarships, loans, and special reductions are to be awarded shall be published in the college catalogue. Before any scholarship, loan, or special reduction in rates is allowed, definite information must be supplied in writing by the applicant, for the guidance of the administrative officer or of a scholarship committee, to whom all such applications must be referred. It shall not be within the province of any representative of the college to promise such an award.

All items of this statement of principles, as applied to publications, advertising, solicitation, charges, scholarships, loans, and special reductions, shall be observed in letter and spirit by the officers of the college. The importance of their observance shall be impressed frequently upon traveling representatives and others who

deal directly or indirectly with prospective students or patrons.

Dr. Walter C. Eells gave a summary of the discussions. He pointed out that one thread running through much of the discussion was that the junior college exists primarily for the student. The welfare of the student should be the main purpose—all the rest is incidental.

PUBLIC JUNIOR COLLEGES

The luncheon program of the public junior colleges was held in the Cabinet Room of the Willard Hotel. Dr. R. R. Robinson presided. The following discussions were presented: "Emergency Colleges under the FERA," Walter T. Greenleaf, Division of Higher Education, Washington, D.C. (printed in full in this number); "How May Students Be Selected for Terminal Courses in Junior Colleges?" Alfred M. Potts, Director, Middlesex County Junior College, Perth Amboy, New Jersey (printed in full in this number); "Transfer of Athletes from Junior Colleges to Senior Colleges," James M. Beck, Dean, Thornton Junior College, Harvey, Illinois; "What Restrictions Should Junior Colleges Place on Social Activities?" J. Thomas Davis, Dean, John Tarleton Agricultural College, Stephenville, Texas; "The Junior College Social Program," Joseph Roemer, Peabody College, Nashville, Tennessee.

At the close of the meeting, a committee composed of James M. Beck, C. M. Conwill, and W. F. Knox was appointed by the Association to study the transfer of junior college athletes to senior colleges.

PHI DELTA KAPPA BREAKFAST

The annual breakfast meeting of Phi Delta Kappa was held in the Spanish Room of Child's Restaurant, Dean H. B. Wyman, Phoenix Junior College, presiding. Mr. Dix Price, an alumnus of Phoenix Junior College, spoke briefly

upon his work as chief clerk of the United States Senate Committee on the Judiciary. Mr. Price does the research work on proposed legislation coming before this committee. He spoke in an interesting manner of the personalities with which he comes in contact in this important work.

Twelve talented young women from National Park Seminary sang several choral numbers. Piano solos by one of the young ladies added much to the occasion. Miss Ruth McCormick, director of the group, delighted the group with two splendid soprano solos.

Dr. Goodwin Watson of Teachers College, Columbia University, gave the main address of the morning. Dr. Watson said in part:

The junior college is becoming the people's college of America. Our service must be intimately related to the life-problems of the young people in this country today. We are dealing with the first generation unable to follow the traditional pattern of school, job, and then marriage. We try to give leadership to the first generation which has passed over the threshold of the possibilities of plenty. Technology has risen to the point where we could provide every family in the United States with an income of more than \$4,000 a year in terms of the goods and services at 1929 prices. The number of unemployed rises, but we know that human wants are not satisfied. There is work enough to keep everyone—young and old, men and women—busy, full working weeks, for generations yet to come.

The complex events of everyday news sometimes obscure the grand underlying trend. The great fact for this generation is that our old economic system has failed and cannot be repaired. The curve of production (disregarding the ups and downs of the business cycle) which rose for more than a century has turned downward. The profit-controlled system worked fairly well during the period of expansion. Now, however, the frontier is gone. The population is becoming stationary. World markets are closed by the spirit of national self-sufficiency. Technology makes it possible to flood the market quickly with any new invention while giving little re-employment. As Sec-

retary Wallace has pointed out, this has led the competitive forces unable to expand further to turn in upon themselves and to fight industry against industry and section against section. The curves of prosperity and depression are little ups and downs along a grand curve which rose for some generations and is now sinking. Unemployment has been rising for fifteen years. The burden of debt has been rising faster than the curve of production for nearly a generation. It is these long-term factors and not the immediate depression which educators must have in mind in interpreting the failure of the best efforts of able and conscientious Republicans and Democrats to enable the system to run.

It is the great task of this generation to substitute for the outworn profit-centered system a society of social-economic planning which will give work for all, produce plenty for all, and give to everyone a share in the control of matters which affect his life. This basic purpose should permeate the whole life and curriculum of the junior college. It can do so only to the extent that those of us who are teachers are also engaged as citizens in this significant struggle.

At the conclusion of the meeting Dean Wyman was unanimously chosen to act as chairman again for the 1936 meeting of the group.

RESEARCH COMMITTEE²

At the last annual meeting of the Association, the Research Committee presented a list of the outstanding problems suggested by the members of the Association. It was suggested that this list be submitted to the director of each junior college, asking that his group of instructors select one or more of these problems for investiga-

tion during the school year 1934-35 and that this list of problems be also called to the attention of universities offering graduate work in education.

During the summer a letter was sent to the dean or director of each school, college, or department of education of the universities that were members of the Association of American Universities, asking him to call the attention of graduate students looking for research problems to the list of junior college problems compiled by our research committee. The deans were also requested to report to the chairman of the research committee any studies concerning the junior college now being made by graduate students as well as studies that have been completed but have not been reported. Fourteen of the thirty-five deans or directors in charge of research in education answered this letter. Each one indicated that the problems would be brought to the attention of his graduate students.

The following deans reported studies in progress:

Professor Jesse B. Davis, of Boston University, reported a study by one of his students, "A Study of the Junior College Situation in New England."

Dean John W. Withers, of New York University, indicated that John S. Allen, of Colgate University, was writing a thesis for the Doctor's degree, the title of which is, "The Need of Junior Colleges in the State of New York." This study is well under way.

Dean Henry W. Holmes, of Harvard University, reported the study of Theodore Halbert Wilson, of the National Park Seminary. Mr. Wilson described his study as follows: "I am studying the four-year junior college. My present intention is to present a brief history of the four-year junior college movement in relation to the junior college movement as a whole, both in theory and in practice; to present the arguments in favor of the four-year junior college, as stated by advocates of this form of organization, and also the arguments in opposition to the four-year junior college, as stated by its opponents; to analyze these arguments carefully and

² Members of the Committee: J. E. Burk, Ward Belmont Junior College, Nashville, Tennessee; J. Thomas Davis, John Tarleton College, Stephenville, Texas; J. Leonard Hancock, Crane Junior College, Chicago, Illinois; R. R. Robinson, University Junior College, Tonkawa, Oklahoma; W. W. Carpenter, University of Missouri, Columbia, Missouri.

to present subjective and objective evidence in substantiation or refutation of those arguments; and, finally, to present what appears to be inevitable conclusions as to the actual merits of the four-year junior college as contrasted with the two-year junior college."

Dean Holmes also reported the study made by Dean H. G. Shields, School of Business, University of Chicago. Dr. Shields completed this study as a part of the requirements for the doctorate. The title is, "A Study of Junior College Business Education." Dean Shields states the purpose of his study as follows: "The purpose of the present study is to make a structural examination of the junior college as a possible agency of business education and to analyze potential contributions which business education may make to this level of education so as to offer a basis for further planning and study of possible business offerings for this level. The study is not limited to a particular group of junior colleges, although special reference is made to the public institutions. Tentative course of study programs are suggested, largely on pragmatic grounds and as outgrowths of the statements of junior college purposes; these are submitted as starting points for appropriate curricular development rather than as ultimate programs."

Hazel B. Mileham, State Normal School, Willimantic, Connecticut, presented the following doctoral dissertation at Yale University under the direction of Professor Clyde M. Hill, "The Junior College in Missouri: A History and an Evaluation." Miss Mileham's study considers Missouri's contribution to the junior college movement as well as the limitations of the Missouri junior colleges. Her recommendations are of general interest.

In addition to corresponding with the deans of graduate schools, colleges, and departments of education, the Research Committee sought the co-operation of others interested in junior college problems through an article in the October *Junior College Journal* and by a personal letter to each junior college director. It was hoped by the committee that many would in this way become interested in studying their own problems and report their studies to the committee.

Reports from many junior colleges indicate that junior college directors and

teachers are interested in their own problems and are studying them. The following persons reported problems now being investigated:

Mary A. Anderson, Holmby College, Los Angeles, California, reported a study of "Teaching Methods."

M. F. Beach and M. A. Spohrer, Moberly, Missouri, reported, "Liberalizing the Curriculum of the Moberly Four-Year Junior College."

E. Q. Brothers, Little Rock Junior College, Little Rock, Arkansas, reported: "The Little Rock Junior College is continuing this year a problem which was started last year with the approval of the North Central Association. This problem has to deal with students of superior records selected from our local high school at the end of their junior year and admitted to full freshman standing. Last year we had a group of about forty; this year we have about twenty in our experimental group."

P. P. Claxton, Austin Peay Normal School, Clarksville, Tennessee, reported: "The Austin Peay Normal School is particularly interested in problems pertaining to the preparation of teachers for the elementary rural schools and we are directing our special studies in that direction."

O. H. Gibson, Eveleth Junior College, Eveleth, Minnesota, reported the following problems: "Some of the Characteristics of the College Students Who Work to the Level of Their Mental Ability" and "A Determination of the Objectives of the Local Junior College and Some Indications as to the Attainment of These Objectives."

Colonel A. M. Hitch and F. J. Marston, of Kemper Military School, Boonville, Missouri, reported: "Adapting the Curricula of Kemper Junior College to the Specialized Interests of the Students." and "Teaching the Junior College Student How to Study."

B. Lamar Johnson, Stephens College, Columbia, Missouri, reported progress in their experimental library program as follows: "An important element in an experimental program such as our library program is the opportunity to prove conclusions, tentatively reached in the early stages of the experiment. During the opening two years of our library program we have arrived at a number of tentative conclusions regarding such varied as-

pects of our program as dormitory libraries, division libraries, and instruction in the use of books. As we look forward to the remaining three years of our experimental program we are, therefore, planning not only new developments such as I have indicated above but we also propose to explore with care the permanent value of those features already a part of our program."

Donald MacKay, Eastern New Mexico Junior College, Portales, New Mexico, reported: "Proposed Changes in the Curriculum of the Eastern New Mexico Junior College in the Light of a Study of Schools of Comparable Sizes and Purposes." In addition he also reported several studies being conducted by members of his faculty, among which were: "Reading of College Students" and "The Social Scientist and Public Opinion."

Sister Mildred Eleanor, St. Helen's Hall Junior College, Portland, Oregon, reported: "The faculty of the junior college here is making a study of high-school curricula (junior and senior) in the hope that we may be able to work out a basis for profitable experimentation in flexible curricula for junior and senior high school and junior college which shall not involve unnecessary duplication of subject matter and which involve a solid background for further work in senior college for those who desire to go on and are fitted to do so."

Fred G. Stevenson, LaSalle-Peru Junior College, LaSalle, Illinois, reported as follows: "We shall seek to follow up the graduates from high schools in this area for the years 1933-34 by quartile rankings to see what percentage of the different scholarship levels are being served by this institution. We are also undertaking a follow-up study of the graduates of our junior college for the same two years. In connection with this, we expect to review our entire junior college and high-school curricula with reference to the grade placing of courses and their sequence as well as to the actual subject matter included."

The following program was reported by S. W. Canada, Registrar, University of Missouri, and Professor W. W. Carpenter: "A Study of Missouri Junior College Graduates in the University of Missouri; an Evaluation of Junior College Training as Reflected by the Scholastic Success Achieved in the University by Junior College Graduates in Comparison with the

Scholastic Success of Those Spending Their Freshman-Sophomore Years in the University." This study is expected to contribute evidence that may be used as criteria in determining accrediting standards. It will also reveal the type of social services the junior colleges are offering.

The junior college committee is somewhat disappointed that a larger number of studies were not reported; however, it consoles itself by realizing that much of the research that is now being conducted by junior college agencies is being sponsored by some other association and that to report to this committee would mean a duplicate report. For example, notable research projects are being conducted at Kansas City, Missouri; Tulsa, Oklahoma; Little Rock, Arkansas; Joliet, Illinois; and elsewhere; with the approval and under the direction of the North Central Association. President Brothers sent in the only report to this committee concerning these numerous experiments. The numerous research projects that are being carried on in California are reported from time to time in the *Junior College Journal*, the *California Quarterly of Secondary Education*, and other publications. Christian College, Columbia, Missouri, publishes the results of these studies each year in bulletin form.

The committee also realizes that many of the junior colleges that started studies this year did not feel that their research had progressed far enough to make a report. Correspondence with a number of institutions verified this fact. A considerable number reported that they were seriously studying their problems but that definite statements were not yet available.

The general college established at the University of Minnesota and more recently by some teachers' colleges is of interest to the junior college administrator. The committee reports two of these general colleges in Missouri teachers' colleges, at Kirksville and at Maryville. The purpose of the

general college at Kirksville is thus stated:

The General College of the Northeast Missouri State Teachers College has been organized to provide a broader educational training for those students in the freshman and sophomore years who seek a comprehensive view of life in the modern world. Those working with the General College maintain that one of the first duties of an institution of higher learning is to provide an educational program that will give the freshmen and sophomores a broad background in the essentials that are needed for them to appreciate and understand the world in which they live. This will enable them to become valuable citizens in whatever community they live. The duties and responsibilities of citizenship cannot be shunned. The type of citizen which each generation produces will largely determine its social order. . . . The General College proposes to give a body of knowledge that is good for anyone to be acquainted with regardless of what vocation or profession he may be interested in. Such courses give an excellent foundation or basis for professional or vocational studies.

The Research Committee also wishes to report that it has received numerous letters from time to time from members of the Association and from others who have been interested in the junior college movement. Some of these letters have called for a considerable amount of work but the committee has been glad to comply with these requests. Among such requests have been those for information concerning the following: junior college opportunities; survey courses in the junior college; transfer of junior college credit; information concerning the experiment being conducted at Kansas City at the Northeast Junior College; social procedures in the junior college; the best source of current reliable information on the junior college; differences found in the four-year and two-year junior college due to the organization or to the personality of presiding officer and staff; types of junior colleges; the status of state aid for junior colleges; the

6-4-4 plan of school organization; articulation between the junior college and the senior college; suggestions for speakers; planning the junior college building; problems for study by local corps of teachers; junior college activities that indicate growth or recession of the junior college idea; whether state universities support or discourage the establishment of junior colleges; whether the junior college be an addition to the high schools or be a branch of an already established institution of higher learning, or be a separate unit working without the discriminating influence of either the secondary school or the higher institution of learning.

The committee has gladly co-operated where possible by sending such information as it had available.

In closing this report, the Research Committee is of the opinion that the main objective of its work, that is, the stimulation of members of the Association to study their own problems, is to at least a rather satisfactory degree being accomplished. The committee through numerous letters received the impression that a larger number of junior college groups were attempting to solve their own problems than ever before. The committee, however, was somewhat disappointed that a larger number of institutions did not report the problems on which they were working. If this committee is to be continued and to be of value to all members, studies carried on in each junior college should be reported annually.

President James L. Conant, of Nichols College, suggested that colleges submit outlines of how they are handling these problems and that selected ones be made available to members of the Association. The committee will be glad to act as a clearinghouse for this purpose. President John W. Barton, of Ward-Belmont Junior College, in a recent issue of the *Junior College Journal*, called the attention of members of the Association to the

Association's policy that all questionnaires be first approved by the Research Committee before they are submitted to the members of the Association. This practice will save a good deal of duplication of information, time, and effort.

W. W. CARPENTER, *Chairman*

THE JUNIOR COLLEGE JOURNAL

The general policy of the *Journal*, from the editorial standpoint, has not been changed materially during the past year. An abundance of excellent material has been submitted for publication, more than could possibly be accommodated in the available space. In the contributions, all parts of the country have been represented, better, I think, than ever before. The policy of decentralization of book reviews seems to have worked well and to have developed a more widespread interest in this field. We plan to continue it. The series of articles on the improvement of college teaching, suggested at the meeting at Columbus last year and urged in many letters received by the editor subsequently, have been carried through the year. Unfortunately I have had little direct evidence whether or not they have been practically useful to the faculties of the different institutions. I should welcome any information along this line at this meeting.

No revolutionary changes in plans or policies are contemplated for next year. One possibility, however, has occurred to me on which I should welcome advice and suggestions. Dr. Campbell and I both receive frequent requests from individuals in different parts of the country for lists of references covering special phases of the junior college movement. In the past few weeks, for example, I have been asked to give such references on the success of junior college students in further work, on junior college libraries, on state support for junior colleges, on lower divisional and junior

college organization in universities, and on student activities in junior colleges. Would it be desirable during next year to publish in successive issues of the *Journal* brief bibliographies collecting all of the significant references on eight or ten of the liveliest phases of the junior college field? If so, what phases would be of the greatest interest? Should such references be annotated or not?

From the business standpoint, unfortunately, the situation of the *Journal* is none too flattering, as the following report from the Manager of the Stanford University Press will show:

A comparative statement of income and expense for the first four volumes and for the fifth volume (estimated) may be summarized as follows:

	Income	Cost	Press Deficit
Volume I	\$3,010	\$5,519	\$2,009
Volume II	2,596	5,209	2,113
Volume III	2,695	3,981	786
Volume IV	3,037	3,867	330
Volume V	2,790	3,900	610

In each year the \$500 subsidy furnished by the Association has been subtracted from the total loss to find the deficit absorbed by the Stanford University Press.

Income from subscriptions for the first three issues of Volume V is 13.5 per cent less than for the corresponding number last year, but we anticipate a drop in subscription revenue of approximately \$250, or 10.5 per cent for the year. Income from advertising and reprints will probably be about the same as last year. Advertising and miscellaneous expense will be slightly higher. The net result we believe will be a deficit, after deducting the subsidy of \$500, of a little more than \$600, as compared to an actual loss last year of \$330.

An analysis of the foregoing figures brings out very clearly the direct effect of an increase or decrease in subscriptions. The increase of \$325 in subscription income for Volume IV was reflected almost entirely in profit.

Likewise the probable loss of subscription income of \$250 for Volume V will increase the loss by that amount.

The total circulation for the January issue of Volume V shows a decrease of 7.7 per cent from the corresponding issue for Volume IV. This is accounted for by the loss of 67 subscriptions received last year from Phi Theta Kappa and not renewed this year.

In nineteen cases multiple subscriptions (for a total of 58 subscriptions) came in directly from the school. In a number of other cases the subscriptions came in directly from the faculty members as in the case of the Los Angeles Junior College where the faculty sent in a total of 40 subscriptions. This is the largest total from any single institution although it may not be the largest proportion of subscriptions to the total faculty. It is to be hoped that more institutions will co-operate by sending in multiple subscriptions, or encourage their faculty to subscribe direct.

It is increasingly apparent that income from subscriptions must be increased materially. The total loss for the *Journal* for the first four volumes is \$5,238. The estimated loss for Volume V will bring that amount to \$5,848. That the Stanford University Press has done its part to make this *Journal* possible is apparent. The Press cannot, however, continue to subsidize it by absorbing a large loss each year. The number of subscriptions must be increased by approximately 200 to make the *Journal* self-supporting and to that end we recommend that a subscription to the *Journal* be included in the membership to the Association. It would still be highly desirable that schools send in multiple subscriptions. Any income above the cost of publishing the *Journal* could be used for its improvement.

This statement from the Stanford University Press places clearly before you the present financial condition and needs of the *Journal*.

WALTER CROSBY EELLS, *Editor*

COMMITTEE ON ACADEMIC COSTUME AND GRADUATION

Your Committee on Academic Costume and Certificates of Graduation begs to report separately on these two subjects:

1. There appears to be much confusion in junior colleges as to the significance and the use of academic costumes. Where used on formal occasions, it has been generally customary to wear the traditional type of undergraduate college gown and square "mortarboard" cap. There has been, however, no accepted rule as to the color of this costume. There is an increasing use of gray or white materials for high - school graduation. Blue is customary for normal schools. Therefore, it is the consensus of opinion, backed by some tradition, that junior college students should wear the black undergraduate college cap and gown without a hood, as being the most appropriate costume for both men and women of their collegiate standing. The committee so recommends.

2. The exact wording of the Certificate of Graduation is prescribed by law in certain states and this, therefore, must be observed locally. Where no legal form is prepared, this committee recommends that such a form as the following be used:

[Name of institution]

This is to certify that [name of student] has satisfactorily completed the [name of course of study] in this College and is granted this diploma and is hereby recognized as an Associate in [Arts or other department].

In testimony whereof we have affixed our signatures this _____ day of June, nineteen hundred and _____.

For the Trustees _____

For the Faculty _____

In case the institution does not grant the title of Associate in Arts, that part of the certificate will, of course, be omitted.

ROBERT J. TREVORROW, *Chairman*

COMMITTEE ON FEDERAL AID

REPORT OF E. EVERETT CORTRIGHT

Two hundred ten private junior colleges were circularized to obtain the information on financial needs which was presented last year at the Columbus meeting and printed in the May 1934 *Journal*. My absence from the Columbus meeting resulted in a delay of three weeks before knowing that I had been appointed to the Legislative Committee.

Some valuable time was lost by asking officers in 210 private junior colleges to support the Duffy Bill to be amended to provide amortization service. The appearance of the Walsh-Guyer bills, providing RFC funds for amortization of college debts, was the signal for presenting the matter again to the private junior colleges, as well as a notification to the Association of American Colleges of our active support in these measures.

John C. Austin, Vice-President of Georgetown College, Kentucky, did outstandingly strong work in Washington and personally interviewed sixty Senators and Representatives. I became convinced that a man from the junior college field in Washington was a necessity for at least two or three weeks. The allowance for expenses made by the American Association was insufficient. Nine junior colleges provided \$190. President Gaines of Bethel College left for Washington on April 8 for one week. I followed on April 17 for practically another week and became convinced that the following summarized the situation:

1. Individual members of Congress were overwhelmingly in favor of the legislation we asked.
2. The Banking and Currency Committees of neither House would report the bill out of Committee on their own initiative, due largely to the presence of nearly sixty bills providing for extended RFC powers.
3. RFC officers, with the exception of Chairman Jones, looked with appre-

hension upon the possible enlargement of the duties of the RFC board if the bills in the hands of the two committees began to be reported out, since no one could predict how far-reaching the results might be.

4. There was a general agreement that a word from the White House was probably the only influence that would secure prompt action and that, could this word be had, there was no question but that the bills would pass Congress.
5. The average member of Congress is confused and somewhat disgusted over the unrelated, disconnected, overlapping, and intermittently introduced legislation for varying phases and needs for education instead of having a comprehensive, unified plan presented by responsible officials and organizations.

The result, known now to all of us, was chiefly if not completely that of informing and partially educating nearly one hundred members of Congress on the need of the junior and senior colleges for capital account assistance under regulations that would safeguard the government and at the same time assist a large group of worthy colleges to continue their services in the face of the distressing financial outlook.

REPORT OF ARTHUR ANDREWS

The work of the Committee on Federal Aid for Junior Colleges was undertaken with some difficulty as there was no opportunity for the committee to meet. It was only after some correspondence with Mr. Cortright that he and the writer agreed to work somewhat independently. Mr. Cortright attempted to secure federal legislation for amortization service and the writer sought to secure an extension and enlargement of the plan for speedy aid under the FERA. In this latter project Mr. Cortright offered valued advice.

The report given a year ago indicated that the writer had some part

in the early deliberations looking to the set-up of the present Student Aid Plan under the FERA. Upon appointment to this committee the junior colleges of the United States, both private and public, were circularized in order to secure support for a House bill which would have greatly extended the program in effect at that time. The response was general, but, as in other legislation pertaining to schools, little came of it.

Emphasis was next directed to secure an early announcement of any plan which might come through the office of the Relief Administrator and be sponsored by the FERA for the present school year. Such an announcement was made in July. This greatly assisted in setting up the plans and making them workable for the present year. The percentage of students allotted was raised and several desirable changes made.

In November 1934, the Hon. J. W. Studebaker, Commissioner of Education, asked for reports as to the success of the Student Aid Plan and called a conference in Washington for discussion. Reports were secured from junior colleges in various parts of the country and these were presented at that time before Mr. Studebaker, Dr. Alderman, and Dr. Kelly. The reports from junior colleges in regard to the working of the plan were more enthusiastic than those from other divisions of higher learning and again the continuation and extension of the plan was urged.

Since the meeting in November, letters have been collected from junior colleges in all parts of the country and forwarded to Dr. Alderman.

The writer came to Washington the day before the opening of this convention and conferred with Mr. Klinefelter, Dr. Alderman, and Dr. Kelly. While the program for next year is uncertain, every effort has been made to let those in authority know that junior colleges believe the Student Aid Plan is economical and socially

and educationally desirable. We hope for a continuation at least for the coming year. I believe the committee should be continued and funds set aside for effecting work, and I wish to thank all who have co-operated with the work so far.

COMMITTEE ON RESOLUTIONS

Be it resolved by the American Association of Junior Colleges in meeting assembled on this, the twenty-third day of February 1935, that the thanks of this body be extended

First. To the officers and to the Program Committee for the helpful and constructive program which has been prepared and presented.

Second. To the speakers for the splendid papers which were prepared and for their painstaking efforts which have been manifested.

Third. To Miss Maud van Woy and the members of her committee from the junior colleges in and about the District of Columbia for their hospitality and thoughtfulness in arranging the delightful sight-seeing trips through this city.

Fourth. To the hotel authorities for their courteous treatment and thoughtful consideration.

Fifth. To the retiring officers for their interest and untiring efforts in behalf of this Association.

Also, *be it further resolved*, That we commend the private junior colleges for their courage in adopting a statement of principle covering student recruiting, and that we go on record as heartily endorsing this movement.

Also, *be it further resolved*, That we express our appreciation to the Carnegie Corporation for whatever aid they may see fit to render to the libraries of the junior colleges of the country.

R. L. MOORE
E. E. CORTRIGHT
J. L. SKINNER

AUDITING COMMITTEE

We, your Committee on Audit, have examined the financial accounts and records and find them correct and in excellent condition. The financial report is as follows:

Balance last report	\$ 280.77
Deposits	2,135.00
	<hr/>
	\$2,415.77
Items charged	\$1,903.43
Balance in bank	576.67
	<hr/>
	\$2,480.10
Less checks outstanding	85.63
	<hr/>
	\$2,394.47
Tax on checks80
Band charge for account50
Checks charged back	20.00
	<hr/>
	\$2,415.77
Amount collected from members	\$2,115.00

R. W. GODDARD
HARRY B. ANSTED

COMMITTEE ON NOMINATIONS

Your Committee on Nominations begs leave to make the following report: The Nominating Committee nominates for membership on the Executive Committee, E. Q. Brothers and Guy M. Winslow; for Assistant Secretary, J. Thomas Davis; for Secretary-Treasurer, Doak S. Campbell; for Vice-President, H. B. Wyman, Phoenix Junior College; and for President, Robert J. Trevorrow, Centenary Junior College.

J. E. BURK, *Chairman*
ANNIE D. DENMARK
J. C. MILLER
R. E. PLUMMER
R. R. ROBINSON

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